DOCUMENT RESUME

ED 070 708 SO 005 001

AUTHOR	Lester, G. Sidney; And Others
TITLE	A Social Studies Curriculum for a Modern World. The Marin Social Studies Project. Final Report.
INSTITUTION	Marin County Superintendent of Schools, San Rafael, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-68-5497
PUB DATE	30 Jun 71
GRANT	OEG-9-8-005497-0071
NOTE	127p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Curriculum Development; *Curriculum Evaluation; *Curriculum Research; Educational Change; Educational Improvement; Effective Teaching; Elementary Grades; Inservice Teacher Education; Instructional Materials; Motivation Techniques; *Program Improvement; Secondary Grades; *Social Studies; Teacher Behavior; *Teacher Motivation; Teacher Role
IDENTIFIERS	ESEA Title III

ABSTRACT

The major portion of this report provides a narrative summary and description of the work of the project, its context, evaluation, and recommendations. The major objectives of this three-year project were to: 1) field test and evaluate new K-12 social studies curriculum project materials, and 2) design a new K-12 social studies framework based on findings from the field test. These objectives were tied to a larger goal, that of more effectively meeting the cognitive and affective needs of students in social studies classes. However, the findings of the first two years persuaded the staff to alter the objectives of the project to develop a "change package" of materials that would do something to teachers to cause them to become intrinsically motivated to improve their own programs. The change package consisted of six basic documents produced by the staff, and a wide range of handouts. In addition, there were various in-service materials to help teachers move through the various stages of curriculum reform. The primary findings of the experimental implementation of the change package were that: 1) teachers can be motivated to change their programs, and 2) the package developed is useful but its contribution is small compared to what is needed. The specifics of these findings are spelled out in the report. Appendices include many of the instruments developed and used by the project. (FDI)

SEP 22 1972

ED 070708

MARIN SOCIAL STUDIES PROJECT

A Social Studies Curriculum for a Modern World

FINAL REPORT

JUNE 30, 1971

SP 005001

FILMED FROM BEST AVAILABLE COPY

1

OFFICE OF THE MARIN COUNTY SUPERINTENDENT OF SCHOOLS
201 TAMAL VISTA BLVD. CORTE MADERA, CALIFORNIA 94925

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 070708

FINAL REPORT

OE Project No. 68-5497

Grant No. OEG 9-8-005497-0071

June 30, 1971

A SOCIAL STUDIES CURRICULUM FOR A MODERN WORLD

G. Sidney Lester
Director

David J. Bond
Project Associate

Gary A. Knox
Project Associate

The Marin Social Studies Project
Marin County Superintendent of Schools Office

Virgil S. Hollis
Marin County Superintendent of Schools

Stanley Friese
Deputy Superintendent

201 Tamal Vista Blvd., Corte Madera, California 94925

ACKNOWLEDGMENTS

Innumerable numbers of people contributed their time, energy, and wisdom to this Project. My thanks and appreciation are extended to all of them.

The individuals we had the good fortune to work with who had the greatest impact on our thinking include Dr. John U. Michaelis, Dr. Michael Scriven, Dr. Irving Morrissett, Dr. J. Richard Suchman, Dr. Neil Postman, Dr. O.J. Harvey, Dr. Louis J. Rubin, Dr. Robin J. McKeown, and Dr. James Shaver among others.

A few individuals must be mentioned because of the unique contributions they were able to make to whatever success we achieved.

Dr. Penrod Moss created the Project, first in his mind, then on paper, and finally through his efforts to obtain its funding.

Dr. Virgil S. Hollis, Superintendent of the Marin County Schools, is responsible for housing and nurturing the Project from its inception to its demise.

Dr. David J. Bond, whose creative and precise manner as a staff associate kept the Project from being mundane.

Mr. Gary A. Knox, also a staff associate, whose capacity for production and humane contact with teachers kept us alive and well.

Mrs. Leslie Henningsen, whose contributions in committee and collection of classroom observation data enabled us to fulfill our contract.

Mr. Donald Kase, statistician extraordinaire, who kept us honest and enabled us to reach conclusions we didn't know possible.

Mr. Stephen Holman served as Project historian, photographer, liaison with the masses and constant catalyst and supporter.

Finally, two ladies, Mrs. Carmen Ramirez and Mrs. Bethyl Callies, who for three long years accomplished the impossible secretarial tasks asked of them with charm, wit, and grace that made it all hang together.

For all of us, the Marin Social Studies Project was a labor of love. Our successes were due to these people and others unmentioned. Our failures, and there were some, were mine.

G. Sidney Lester
Director

TABLE OF CONTENTS

		Page
PART I.	STATISTICAL REPORT	1
PART II.	NARRATIVE REPORT	
	A. SUMMARY	5
	B. CONTEXT	9
	C. PROGRAM	11
	D. EVALUATION	35
	E. RECOMMENDATIONS	61
APPENDICES		66

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Bureau of
Program Planning
& Development

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

THIS SPACE FOR STATE USE ONLY →	PROJECT NUMBER	District Code	COUNTY CODE		

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)
- A [ ] INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
- B [ ] APPLICATION FOR CONTINUATION GRANT
- C [X] END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER: 68-5497

3. MAJOR DESCRIPTION OF PROJECT (Check one only)
- A [ ] INNOVATIVE
- C [ ] ADAPTIVE
- B [X] EXEMPLARY

4. TYPE(S) OF ACTIVITY (Check one or more)
- A [ ] PLANNING OF PROGRAM
- C [X] CONDUCTING PILOT ACTIVITIES
- E [ ] CONSTRUCTING
- B [ ] PLANNING OF CONSTRUCTION
- D [X] OPERATION OF PROGRAM
- F [ ] REMODELING

5. PROJECT TITLE (5 Words or Less)

A Social Studies Curriculum for a Modern World

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

A project to modify student behavior through the implementation of a framework of (1) evaluated and performance-based curricular options, and (2) in-service training resources.

ITEM NUMBER 3

7. NAME OF APPLICANT (Local Education Agency)	8. ADDRESS (Number, Street, City, State, Zip Code)	
Marin County Superintendent of Schools	201 Tamal Vista Blvd. Corte Madera, California 94925	
9. NAME OF COUNTY	10. CONGRESSIONAL DISTRICT	
Marin	1st and 6th	
11. NAME OF PROJECT DIRECTOR	12. ADDRESS (Number, Street, City, State, Zip Code)	PHONE NUMBER / AREA CODE
G. Sidney Lester	201 Tamal Vista Blvd. Corte Madera, California 94925	924-9500 / 415
13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type)	14. ADDRESS (Number, Street, City, State, Zip Code)	PHONE NUMBER / AREA CODE
Dr. Virgil S. Hollis	201 Tamal Vista Blvd. Corte Madera, California 94925	924-9500 / 415

15. POSITION OR TITLE

Marin County Superintendent of Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT: Virgil S. Hollis

DATE SUBMITTED: June 30, 1971

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
1st and 6th	1	$ 889.12
	B. TOTAL NUMBER OF LEA'S SERVED: 21 public	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED: 204,046	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		4/1/68	6/30/69	$128,497.00
B.	Application for First Continuation Grant	OEG 9-8-005497-0071	7/1/69	3/31/70	$ 97,033.00
C.	Application for Second Continuation Grant	"	4/1/70	3/31/71	$102,513.00
D.	Total Title III Funds				$328,013.00
E.	End of Budget Period Report	"	4/1/70	6/30/71	

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A. *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
		$ 0

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public		3,362	21,432	20,614	3,342	1,192	49,942	
		(2) Non-public		142	2,834	2,315		89	5,380	
B	Persons Served by Project	(1) Public		597	9,271	12,390			22,258	840
		(2) Non-public			94	190			284	9
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	97%	2.7%	0.1%	0.2%	100%

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED		4.8%			95.2%

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL				3	1	
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED 49			3	11	
				(2.) TOTAL CALENDAR DAYS RETAINED 148		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER		NONE				
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED		

SECTION 5 - SERVICES OFFERED, PERSONS DIRECTLY SERVED, AND ESTIMATED COST OF SERVICES - ALL PROJECTS ACTIVE DURING 3 FISCAL YEARS- TOTAL NUMBER OF PARTICIPANTS (Persons May Be Counted More Than Once)

A. MAJOR PROGRAMS OR SERVICES	NUMBER OF PUPILS BY GRADE LEVEL				ADULT	OUT OF SCHOOL YOUTH	NUMBER OF NON-PUBLIC PUPILS	ESTIMATED COST (Amounts may overlap)
	PRE-K	K	1-6	7-12				
1. Develop, Plan, Evaluate, or Disseminate Activities		100	1,600	2,400				82,000
2. Better Utilization of In-Service Education of Instructional Personnel		180	3,420	3,800			186	14,000
3. Program for Institutional Improvement (Organization, Administration)								
4. Education Centers Serving a Large Area		320	5,120	7,200			680	54,000
5. Improve or Expand Curriculum								
Arts (Music, Theater, etc.)								
Language Arts								
Foreign Languages								
Mathematics								
Science								
Social Studies/Humanities		597	9,365	12,580			5,380	172,000
Vocational/Industrial Arts								
Other-Specify								
6. Educational Technology Media								
Computers								
TV/Radio								
Other-Specify								
7. Improve Classroom Instruction								
Flexible Schedule, Individual Instruction								
Other-Specify								
8. Remedial and Special Education								
Handicapped								
Gifted								
Remedial Reading								
Speech and Hearing								
Other-Specify								
9. Pupil Personal Services								
Guidance								
Social Work								
Health								
Psychological								
Attendance								
10. Community Service or Participation								
11. Meeting Critical Educational Needs								
Central City								
Geographically Isolated								
Minority Groups								
Early Childhood								
12. Summer Programs			1,125					6,013

II. NARRATIVE

A. SUMMARY

The Marin Social Studies Project had three characteristics which differentiate it from other social studies projects and other ESEA Title III projects. The first characteristic is that the Project focused on the question: "How can K-12 social studies programs best be improved?" Most social studies projects, unfortunately, do not give that question sufficient deliberation.

The second characteristic of the Project is that "the program" was not implemented until the third and final year. Most Title III projects implement a program the first year without adequately determining whether their program is practicable or of significant benefit.

The third characteristic is that the Project evolved into a research and development project. It wasn't planned that way but became a necessity.

Title III projects are judged a "success" if they are continued with local funding. The Marin Project planned its own demise. It can be judged a success depending on whether the research findings and materials produced by the Project are used by others throughout the nation.

In 1968-69 the Project objectives were to 1) field test and evaluate new K-12 social studies curriculum project materials and 2) design a new K-12 social studies framework based on findings from the field test. These objectives were tied to a larger goal, that of more effectively meeting the cognitive and affective needs of students in social studies classes.

The target population for the Project was the 50,000 students in Marin County's nineteen school districts, encompassing a high socio-economic suburban area immediately north of San Francisco.

The Project was housed in the Marin County Superintendent of Schools Office where a comprehensive social studies resource center was established. The staff consisted of Mr. G. Sidney Lester, the director, and two project associates, Dr. David J. Bond and Mr. Gary A. Knox.

The Project activities began with the identification, purchase and distribution to K-12 teachers of $65,000 worth of new social studies curriculum materials. These materials were placed in 270 classrooms where approximately 4500 students used them during a two year field test.

Questionnaires were developed for students and teachers to determine the degree of positive response to individual program materials and new program materials as a class as compared to traditional materials.

Many findings came out of the field test, four of which are that (1) teachers were a more crucial variable than any of the materials, (2) only one new program, "Man: A Course of Study," developed by the Educational Development Center, could definitely be said to be superior to the others, (3) the new social studies curriculum materials are superior to traditional materials, and (4) materials thoughtfully developed by individual teachers for their own classrooms are superior to any of the old or new social studies materials, with the possible exception of "Man: A Course of Study." The data supporting this latter finding is statistically significant at a very high confidence level. ($P > .001$)

While the field test was conducted, two committees of local teachers and administrators were at work with the Project staff. One committee attempted to design a new K-12 social studies curriculum format. Members of this committee emphasized over and over that a curriculum framework ought to "do something" to the teacher who reads it. They stressed that it should not merely be a 250-page description of an ideal social studies program. Particularly this type of document was perceived as not being useful if it did not provide means for its implementation.

The findings of these first two years persuaded the staff to change the objectives of the Project. It was determined that what was needed to improve social studies was a "change package" of materials that would "do something" to teachers to cause them to become intrinsically motivated so that they could and would improve their own programs. The Project staff set to work to develop the "change package."

The Project staff had at this point spent two years analyzing many new social studies materials, the professional literature and the views of authorities in the field. The staff agreed on three major points: (1) traditional, and many new social studies programs, are humdrum, tedious, irrelevant, badly organized, impracticable, generally ineffective, and in most significant respects, inappropriate for Twentieth Century students; (2) social studies programs can be improved only to the extent that a faculty in a school is able and willing to change its program; and (3) in order for teachers in a school to make significant changes in their social studies program they must thoroughly understand the implications of the preceding two statements. They must in fact

rethink and redesign their total programs, from rationale through program evaluation and, although they must do this for themselves, they must have guidance.

The change package envisioned by the Project, then, had to serve two functions. It had to "do something" to teachers which would encourage them to undertake this task, and provide them the tools necessary to accomplish the task.

The change package consisted of six basic documents produced by the staff, as well as a wide range of "handouts," some of which were written by non-Project personnel. In addition, there was a wide range of "in-service" materials developed to help teachers move through the various stages of curriculum reform.

The basic documents in the change package are titled:

1. Social Studies Teacher Self-Diagnosis Inventory
2. A Directory of Research and Curriculum Development Projects in Social Studies Education
3. Curriculum Materials Examination System
4. MSSP Field Test Results: 1968-69; 1969-70
5. If It Ain't Survival. . . It's Catastrophe
6. Child Development and Social Studies Curriculum Design: Toward a Rationale

Seven program schools were selected to participate in the one-year field test implementation of the change package. Two high schools, three intermediate schools, and two elementary schools participated in the implementation. The objective of this experiment was to determine to what extent school faculties will modify their curricula when provided the Change Package and minimal outside assistance. Said differently, the Project staff was interested in finding out whether significant curricular changes can be made by intrinsically motivated faculties provided limited resources.

The primary findings of the experimental implementation of the Change Package, roughly stated, is that teachers can be motivated to change their programs; the Change Package developed at MSSP is useful; and when measured against what is needed, our contribution is quite small. The specifics of these findings are further explained in this final report.

This summary would be incomplete if it were not said that the Project staff leaves MSSP with a sense of accomplishment. Although we certainly blundered from time to time, we are persuaded that our good feeling about the last three years is not illusory. We are happy to have had the opportunity to serve the students, educators, and parents of Marin County.

B. CONTEXT

1. The Locale

The Marin Social Studies Project is located in Marin County, immediately north of San Francisco, California. Marin County, the target area of the Project, is a predominantly white middle and upper middle class suburban area with a small portion of the populace in remote rural coastal areas. Because of high property values, the population growth of the County has been relatively slow in recent years. Consequently, much of the County has yet to be developed. Many residents commute to professional, executive and other white-collar jobs in San Francisco.

2. The Schools

The 19-district school system (including the community college) serves grades K-14. There are 114 schools totaling some 52,000 students. The yearly per pupil expenditure in Marin County schools averages approximately $850. The range in 1969-70, however, went from a high of $1915 in one district to a low of $715 in another. Excepting the Novato Unified School District and the Fairfax School District, Marin County school systems have been, for the most part, free of financial crises in recent years, though each is being forced to cut back on expenditures.

3. Needs Assessment

An evaluation of Marin County school curricula was conducted by the North Bay PACE Center in 1967 as a part of a regional survey of curricular needs. The PACE evaluation revealed that vocational education programs and social studies programs, when contrasted with all other curricular areas, were most urgently in need of fundamental reform. The existing programs fell far short of meeting both student and parent expectations of what should exist when compared with what was actually provided.

The original assessment showed overwhelmingly that the social studies curricula met neither the cognitive nor affective developmental needs of Marin County students. From this assessment were derived the specific objectives of the Project (see below).

4. Historical Background

In response to the findings of the needs assessment, the PACE staff wrote an ESEA, Title III project proposal designed to update social studies programs in Marin County. Under the auspices of Dr. Virgil S. Hollis, Marin County Superintendent of Schools, the proposal was submitted to the United States Office of Education. On April 1, 1968, federal funds were granted for "A Social Studies Curriculum for a Modern World." Popularly known as the Marin Social Studies Project, it set out to (1) field test and evaluate recently developed curricular materials, and (2) design a new K-12 "social studies curriculum for a modern world." G. Sidney Lester, then Secondary Consultant for the Mt. Diablo Unified School District in Contra Costa County, became Project Director.

C. THE PROGRAM

1. Scope of the Program

The 50,000 students in grades kindergarten through twelve in schools in Marin County and students in three adjoining counties were the anticipated direct beneficiaries of the proposed three-year efforts of the Project.

In view of the needs assessment, the goal of the Project was rather vaguely seen as better meeting the cognitive and affective needs of Marin County students in their social studies classes.

Initially, to reach this goal, the Project objectives were to (1) field test and evaluate recently developed materials from social studies curriculum development projects across the nation for the purpose of adopting and utilizing the best of these materials, and (2) develop a new and implementable K-12 social studies curriculum design.

After two years of careful analysis and evaluation, the empirical evidence collected by the Project made it evident that the stated goal could be better met if changes were made in the specific objectives. The revised objectives became (1) to raise the level of inquiry processes used in the classroom by students, (2) to increase the quantity of student-teacher and student-student classroom interactions, and (3) to improve student attitudes toward social studies.

During the second year of the Project it became evident that (1) classroom material, not selected by teachers and, (2) an ideal K-12 curriculum design were <u>not</u> crucial variables in improving the social studies program. The two variables which appeared to be of greatest consequence were (1) teachers, working together, to design their own social studies programs and, (2) program designs based on more specific student outcomes.

2. Personnel

a. Project Staff

Initially, the Project staff consisted solely of the Project Director who was responsible for identifying and securing currently available new social studies materials and providing a framework in which teachers could be taught to use these innovative programs. It soon became evident that an additional staff member was needed. The

responsibility for designing a K-12 curriculum, while simultaneously educating the designers about what was happening in social studies, made this necessary.

By the end of the first year of operation it was obvious that since little had been synthesized in the way of social studies curricula, methods, learning and related activities, yet a third staff member was required. There was a need to coordinate the findings of scholars with the practice of Marin County teachers, which would enable them to implement a new curricular program more effectively.

Therefore, the Project staff at the beginning of its second year consisted of a former social studies district consultant, with a reputation for being current on social studies practices and innovation, as Project Director. His responsibility was for the overall coordination of the Project's activities and public relations. Two Project Associates, each having previous experience as social studies department chairmen of exemplary departments in public secondary schools, were responsible for investigating and designing instruments and activities which would allow crucial decisions to be made about a proper social studies program. Each staff member came to the Project with a background in research, in-service training and implementation, and a reputation as a leader in social studies education.

As a result of the findings during the second year of operation, the staff reoriented its activities for the third year. The departure of one Project associate placed the burden for carrying on the activities to the remaining two--it was deemed impractical to train a new individual in the relatively short funding period which remained (September to April). In the third year the Project director and associate helped program schools identify their particular areas of concern and assisted them with curriculum design and in-service activities.

b. Project Committees

During the first year of the Project, the staff selected two County-wide committees to focus on the two initial objectives of the Project, i.e., curriculum evaluation and framework design. Each committee consisted of teachers and administrators from throughout the County at the elementary and secondary levels. Membership in each committee numbered some fifteen persons. Each member was selected on the basis of an interest in social studies; expertise was not a requisite. Efforts were made to have the committees reflect the range of geographic and grade placement realities in Marin County.

It became evident as work proceeded with these committees that (1) they did not have the necessary expertise to develop curriculum evaluation systems and that authorities could better serve that function, and

(2) that a K-12 curriculum should not be developed as a pre-packaged document to merely be implemented by other teachers. Consequently the duties of both committees were modified so that they could work individually with staff members. They became sounding boards for the instruments which the Project staff devised. They were also trained to make classroom observations to aid in the collection of necessary data concerning the curricular materials being field tested. The reorientation of objectives eliminated the utilization of the committees in the third year.

c. Clerical Staff

As the Project staff developed and disseminated information, collected and analyzed data, and engaged in training activities, the size of the clerical staff fluctuated widely. The backbone of the clerical staff (indeed of the whole Project) was, however, two highly qualified secretaries who performed beyond the eight-to-five expectancies. One was employed full time, the other three-quarter time.

It is important to note that the selection of the Project and clerical staff resulted in a very strong rapport among the staff members. As one staffer has commented, "There were no personnel problems. It was, from the beginning to end, a happy ship." Indeed it was further noted as an individual observation, but one which could be said by all, that the "experience at the Project was not only the most productive years of his professional life, but the happiest as well." The key to success has the dynamics of interpersonal relationships as one important aspect.

3. Procedures

a. Organizational Details

This report covers the thirty-nine month life of the Project, the period it received Title III funds. The offices of the Project were located in the Marin County Superintendent of Schools Office, Corte Madera, California. Project activities were carried on both in these surroundings and in the schools of Marin County. Except for minor inconveniences which occurred from time to time, the physical arrangements made for the Project offices were suitable. During its life period, the Project established a resource center, conference room, working areas, and staff offices, all adjacent to one another. Except for schools located in the extreme northern section of the County and the rural coastal communities, these Project facilities were readily accessible to Marin County educators.

Since the focus of the Project was to work with teachers throughout the County, the staff offices and the facilities of the individual program schools complemented each other for the activities conducted by the Project.

These activities were periodically reviewed, both by the Project staff and administrative officers of the Marin County Superintendent of Schools Office. One device which the Project staff found useful was the Program Evaluation and Review Technique (PERT). It was particularly helpful in scheduling and reviewing both short-range and long-range operations of the Project. Additionally, members of the Instructional Program Planning and Development Unit of the California State Department of Education made periodic evaluations of Project activities.

The formative evaluation conducted by the Project staff, as it determined what the Project was hoping to accomplish, in contrast with what could be projected as the outcome, served as a major force in modifying Project objectives and activities. Periodic meetings with the curriculum and framework committees the first year, the sounding board groups the second year (both meeting on a released time basis), and the liaison committee in the third year created feedback and necessary interaction between the Project staff and potential recipients of Project activities, providing guidelines for new directions. The assessment of the Project by the ESEA Title III office in Sacramento (particularly at the time of the third-year funding proposal) helped to specify the direction upon which the staff was already embarking.

Like so many other aspects of the Project, the types and frequency of in-service training changed over the course of the three years. Initially, the Project set out to familiarize the framework and curriculum committees with the latest in social studies innovations and practices. Extensive use was made of county-wide workshops to acquaint Marin County teachers with the newer rationale and techniques in social studies education. By the final year nearly all in-service activities were conducted in program schools, after those faculties individually determined appropriate in-service activities. By and large, these latter in-service activities were conducted on an after-school basis--though incentives were provided for these efforts by making arrangements for college credit for those who desired it. (It must be noted, however, that the school which made the single most advancement toward fundamental changes in its social studies program was a school which had an Education Professions Development Act grant, part of which was used for release time, freeing teachers to work some two hours every other week on social studies curriculum development.)

It should be emphasized that the in-service training which was ultimately the most successful was that which the teachers themselves identified as being necessary <u>after</u> they took a self-diagnosis test to help them establish responsible priorities. It is also interesting to note, that this process resulted in teacher concern for long-range effects of their program, rather than the adoption of some current teaching fad.

b. Activities

The Marin Social Studies Project had the established goal of raising the cognitive and affective levels of students in the area of social studies. Throughout the life of the Project that goal remained constant. However, the specific objectives which the Project worked toward were continuously modified as the Project staff moved toward the goal.

As a consequence of continuous reassessment, the Project went through three distinct phases. The differing phases were most pronounced in the activities conducted by the Project.

The first phase of the Project resulted in a survey and evaluation of curricular materials and teacher competencies necessary to improve a social studies program based on the stated goal.

In the second phase of the Project specific tools were identified and developed which were based on the crucial variables found necessary for improving a social studies program.

In the third phase the Project began to implement a system to aid teachers in the program schools to make long-range changes in their social studies program. As it turned out, each phase corresponded roughly with each of the Project funding periods.

Below are the major Project activities in which teachers in Marin County were directly involved. The activities have been identified according to the development phase in which each occurred.

1.0 Phase One - Survey

1.1 Committee Work

1.1.1 Framework
1.1.2 CMAS

1.2 Field Test of New Materials

1.2.1 Collect Data

1.3 County-wide In-service Workshops (3)

1.4 CCSS Pre-conference

2.0 Phase Two - Development

2.1 Development of Change Package

2.2 Committee Work

2.2.1 Individual Tasks
2.2.2 Observations

2.3 Marin Conference

2.4 County-wide In-service Workshop (1)

2.5 Field Test of New Materials

2.5.1 Collect Data

3.0 Phase Three - Implementation

3.1 Implementation of Change Package

3.1.1 Administer SDI
3.1.2 Meet on CMES
3.1.3 Articulation Meeting
3.1.4 Program School Activities

3.2 Series of County-wide In-service Sessions

3.3 Examination of State Texts

3.4 Collection of Observation Data

3.4.1 IA
3.4.2 IPOS
3.4.3 Student Attitudes

(1) Phase One - Survey

During phase one of the Project the major activity revolved around the work of the Project staff with the framework and curriculum committees. Major time was devoted to educating the committee personnel to the latest findings, methods, and ideas in social studies education, as well as helping the committee members understand two major documents which were expected to serve as the focus of their efforts.

The framework committee engaged in a critical examination of the proposed Social Sciences Education Framework for California Public Schools which was then awaiting adoption by the State Board of Education. The curriculum committee, on the other hand, was trained in the use of the Curriculum Materials Analysis System developed by the Social Sciences Consortium, affiliated with the University of Colorado, Boulder, Colorado. This committee then analyzed a number of the available curriculum materials developed by various projects around the nation.

Materials from 35 curriculum development projects were purchased and placed in classrooms in Marin County, for purposes of collecting data about the use and value of the materials. This information was to be compiled and analyzed by the Project staff to help in the design and implementation of the County-wide K-12 framework. The materials were offered to teachers interested in using them on the basis that they would return evaluation questionnaires for teachers and students. The MSSP staff hoped to contrast the use of (a) new curricular materials with (b) traditional materials. The staff was well aware that voluntary use of new curricular materials by teachers might affect the results of the study. It was decided, however, that random assignment of materials was not a proper solution because the Project could not dictate which materials a teacher would use in the classroom and also the implementation of new curricular materials might best be initiated by teachers anyway.

The results of the field test information about the effects of these curriculum materials on students were compiled and analyzed over a period of two years. Materials from 20 curriculum development projects (Appendix H) were distributed to 270 classrooms during that period. Approximately 4500 students used these materials under a variety of conditions.

Yet another major activity during this first phase of the Project was the introduction of Marin County teachers to innovative practices in the social studies. Several major workshops were conducted in cooperation with the Marin Social Studies Council--the local professional organization for social studies teachers. Each of these four workshops--three during the first funding year, one the second funding year--pulled together social studies educators of national stature. (See Appendix A) Each of the workshops drew 300-400 Marin County teachers.

As an outgrowth of the committee work conducted by the Project, each committee member was encouraged to participate in a section meeting at the California Council for the Social Studies in the spring of the year. This activity resulted in the development of a cadre of persons in the target area who gained competencies and skills to carry on certain general aspects of the Project after its termination.

(2) Phase Two - Development

It became inescapably obvious that the activities of phase one would not achieve the established goal of the Project. The effect of randomly introducing new materials and innovative ideas to educators was not profitable and required a more systematic approach. For example, it was found that teachers must be involved in the evaluation and selection of materials if those materials are to be used with the greatest effectiveness. Furthermore, the workshop experiences for teachers had not been designed to meet their individual needs, i.e., their level of sophisti-

cation. Finally, it became obvious through work with the committees that a "framework" should not be a document that was passive in nature. The committee members constantly insisted that a "framework" should "do something" to the teacher other than describe an ideal program which the teacher was left to implement on his own.

Rather than producing an "ideal framework" which could be handed to teacher, phase two of the Project was devoted to the development of a method to systematically modify teacher behavior so that they could begin to design and implement an improved social studies program. This "change package" was to be designed to effectively improve teacher behavior regardless of the level of sophistication. This was called "playing the art of the possible" or "moving teachers from where they are."

To reiterate the point made earlier, it was determined that the crucial variables for the improvement of a social studies program were (1) teachers must be intrinsically committed to working together to design their own program and (2) programs need to be based more specifically on student outcomes.

At this point it was determined that a change package was to be the principal product of the Project. The specific components of this package are described later in this report. The creation of the particular parts of the change package resulted in considerable research and development by the Project staff. In many respects the MSSP staff temporarily dissolved some field contacts to concentrate on the larger question of developing more powerful documents to meet the unique implementation requirements of the Project.

The function of the framework and curriculum committees was changed. Individual members of the committees became sounding boards for and assisted in the development of the change documents being created by the Project staff. Additionally they were trained in the use of Interaction Analysis to help the Project staff identify measurable changes in student behavior.

The Marin Conference, held at the Hotel Claremont in Berkeley in October, 1969, consisted of a gathering of leading personalities in social studies education (see Appendix B for listing of the participants). For two rigorous days, these social studies educators exchanged views on recent developments in social studies education. The purpose of the conference was to ensure the staff that the efforts and objectives the Marin Social Studies Project were consistent with the latest thinking of leaders in the field. The staff of the Project was committed to avoiding duplication of work already done. They were committed to providing Marin County students and teachers with modern alternatives to present practices and rationale. The conference provided a first-hand evaluation for Project ideas about social studies education.

During the second phase of the Project the field test of curricular materials was continued. Again the students and teachers who used the materials were asked to make an evaluation of those materials. The results of the questionnaires used in evaluating the effects of the materials on the students who used them were reported in MSSP Field Test Results. (The report on the field test is contained in the section on evaluation.) The results subsequently proved a useful guide to teachers interested in selecting materials for classroom use.

(3) Phase Three - Implementation

The activities of the third phase of the Project were designed to capitalize on what the staff members had learned during phases one and two. The original presumptions made in the Project proposal as to how social studies programs could be improved had been shown to be erroneous. Whereas the initial focus of the Project was on classroom materials and a curricular framework which would be superimposed over and implemented in schools throughout Marin County, the new emphasis required that a number of activities be carried out to allow each school faculty to produce a viable, articulated social studies program.

The collected data from the first two phases, as well as Project investigation of other studies, showed conclusively that teachers were the crucial variables in any program. Consequently, all Project efforts were directed at school faculties who would, in turn, make changes in their program, these having a direct effect upon the students. While this is a filtering process, it was obvious that it would do no good to stipulate a Project methodology or design which program teachers would follow like robots in their relations with the students. As a result the Project did not prescribe any course of action or set of materials in the classroom. Rather attention was focused on helping teachers make rational decisions about program materials and methodology changes.

The activities of phase three, in the third year of the Project, consisted of in-service activities with seven program school faculties. These in-service sessions were of two types: (1) mandatory and (2) voluntary. Each of three mandatory in-service sessions was geared to enhance the voluntary involvement of program school teachers in further in-service efforts.

During the first two weeks of the 1970-71 school year Project staff members met with the respective program school faculties for two after school sessions. These sessions were devoted to administering the Self-Diagnosis Inventory (described below) and introducing the Curriculum Materials Examination System (described below). In addition, there was a general give-and-take between Project staff and program school teachers regarding the expectations of each.

The third mandatory meeting took place approximately one month into the school year. The Project released every program teacher (at the rate of one-third of each faculty for one day over a three-day period) to attend an all-day session on the rationale for, and means to articulate a social studies program. By bringing together one-third of each faculty each day teachers across the K-12 spectrum were assembled to discuss their common interests. The focus of the articulation sessions revolved around a series of questions. Ultimately these questions became the basis for small group discussions. Though the questions were modified at each session, a sampling shows the topics discussed.

1. What can be articulated for the student in social studies from level to level?

2. Among the kinds of things which can be articulated, what things are students capable of at primary, upper elementary, intermediate, and high school levels?

3. What can be done to enhance articulation from grade to grade and from school to school?

4. What can the individual teacher do to begin to institute an articulated K-12 social studies program?

The voluntary activities included eight after school in-service sessions conducted by the Project staff at the Marin County Schools Office for all interested teachers. These sessions were focused on the priority areas of concern identified by the tabulated scores of program teachers on the Self-Diagnosis Inventory (SDI). These in-service sessions were offered over a four-month period.

During the fifth month of the school year a Saturday workshop was held which was open to all teachers in the County. There was no attempt to group or isolate program school teachers in any way at this meeting. There was however a two-track organization of presentations, one for neophytes in the new social studies and a second for those who admitted to greater knowledge of the field.

The third voluntary activity available to program school faculties was direct Project staff assistance to program faculties on any aspect of their social studies program for which they requested assistance. Typically this voluntary in-service activity lasted one and one-half to two hours in the afternoon at a program school. They were held on the average of one day per week for the remainder of the school year. Since each program faculty had a different level of expertise and varied widely in their social studies programs, the specific topics undertaken at the several schools were diffuse. Generally, however, each participating faculty concentrated on the long-range aspects of a proper social studies program. They placed little effort on short-term effects. The Project

staff realized that this long-term view would doubtless show less change in student behavior on the Project objectives for the funding period, but a long-range concentration had the best chance of accomplishing those same objectives if they were made an intricate part of a systematically developed social studies program.

The Project staff aided each program faculty in its effort to establish an in-service program to fit its needs. Up to five sessions were spent in one case to aid the program faculties in clearly stating what they wanted (and/or expected) to accomplish by these sessions. Additionally each program faculty examined necessary prerequisites leading to the success of their in-service efforts. The Project staff then developed a systems model to schematically show each program faculty how they had set out to advance from where they were to where they wanted to be. By this means, as various activities were undertaken and completed, the individual staffs were able to self-identify their rate of progress. Because the particular program sessions were established by the individually participating schools, each school was able to achieve an immediately internalized sense of progress toward the intended goals of the sessions.

The primary activity of most program schools centered on the design of an articulated school social studies program. While specific activities differed from school to school, and particular approaches varied, the overall process tended to follow a general pattern.

Ordinarily the faculties of the program schools first identified appropriate goals for their proposed social studies program. They were then encouraged, either from within the faculty or by a Project staff member, to look at alternative goals. Normally a dialogue ensued over which goals were proper. Particularly when disagreement arose among faculty members or when the faculty required feedback from students and community, discrete dimensions of a possible goals statement were identified. These concise statements were then put in a format which enabled various indifiduals to be surveyed on how each felt about the particular items. From this effort data was assessed to determine the predominant learning goals. A sample form which was used in one such effort is shown in Appendix C.

After settling on a goals statement (see Appendix D) the program faculty typically described some student behaviors to indicate student progress toward the program goals. Initially this consisted of a set of terminal objectives collectively agreed to by the faculty. The program faculties assessed that attainment of these terminal objectives would indicate that the students were making satisfactory progress toward the identified goals. Appendix E shows the terminal objectives which one program school identified. Objectives were developed by the respective program faculty members in consultation with the Project staff. Typically the final draft of the objectives in precise behavioral terms was the work of the Project staff.

Throughout this curriculum development process faculty members kept the focus of their program clearly in mind. At this stage in the development little concern was exhibited about methodology, materials or techniques to make the objectives operational. The entire focus remained on prescribing appropriate student outcomes, without regard for tools or techniques necessary for implementation.

After terminal objectives were determined at the individual schools, the program faculties set out to specify interim objectives needed to achieve the terminal objectives. Normally this was accomplished by groups of two or three who identified appropriate interim tasks for reaching the terminal objectives. After the various terminal and interim objectives were stated they were charted on a very large sheet of paper, so that the interconnections between the various objectives could be plotted. Appendix F shows one portion of the curriculum chart developed at one program school.

The basic program design was stipulated in identifiable student behaviors. Faculties then pursued means by which these student behaviors could be accomplished. One program school focused on particular social science concepts as the organizers for their curriculum. An example is shown in Appendix G.

As the school year came to a close, it was evident that time had not permitted the program faculties to move into specific techniques and methods necessary for carrying out the prescribed objectives. One year of work resulted in program designs, but little work directed toward improving specific teacher expertise. There were however obvious modifications of teaching behavior as a consequence of rethinking their program goals and objectives.

As an adjunct to these social studies program revision efforts the Project staff midway in the year asked for one volunteer from appropriate program schools to carefully apply the Curriculum Materials Examination System (CMES) to the books which were being considered for state adoption in grades 5-8 social studies. The twofold purpose of the two-day, released time sessions was to thoroughly familiarize one teacher at each school with the utility of CMES, while at the same time critically examining those texts which had passed the first screening process. It was expected that each school would then have a resource person in the use of CMES.

The last major activity directly effecting both program and comparison faculties was the collection of observation data during the latter stages of phase two and, on a pre and post basis, in phase three. In phase three an observer trained in Interaction Analysis (IA) and the Project-developed Inquiry Process Observation System (IPOS), each described in the section on evaluation, made periodic visits to randomly selected classrooms. Though the program and comparison faculties were not appraised

of the specific reasons for the observations, i.e., the Project objectives concerning student classroom behavior, each teacher was free to look at the data collected in the observations and have the instruments explained. As a result of this activity, several teachers became very interested in how IA and IPOS could help them improve their teaching.

Motivation in this particular type of project is crucial. Its third year design as a voluntary, recipient-directed program required participant motivation. If program faculties were unreceptive the entire Project failed. So while it is always hoped that the desire to begin, and then continue, will be self-perpetuating, it was especially necessary in the third year design.

Phases one and two had a distinct motivational advantage in that those persons the Project worked with were given materials to use, with the only limitation that they had to be evaluated by a simple questionnaire at the conclusion of their use. The members of the committees attended meetings on a release time basis, with their expenses paid. Consequently those activities were predictably successful since there were directly tangible benefits, i.e., books, released time, paid expenses, to the persons involved.

The Project went to great lengths to see that program teachers were intrinsically motivated during the third phase. The Project placed its own restraints on how it would attempt to motivate teachers. It was determined that program costs had to be kept as low as possible to encourage any school or district to adopt the program. If wholesale release time and massive amounts of money were spent to motivate teachers to continue, it was likely that success would result--but no district could afford to underwrite such activities. Consequently every activity undertaken by the Project with the program schools was designed to keep costs low, yet make positive gains toward satisfactory completion of the program objectives.

At the initial mandatory meeting with program school faculties, each faculty was provided with a selected number of professional books to help the school start or supplement a professional library. Titles of the specific texts distributed for this purpose are found in Appendix I.

In addition to the professional literature, the Self-Diagnosis Inventory and the Curriculum Materials Examination System was received by each member of the program faculties. Other publications provided to the faculties were:

Boutwell, Clinton. Social Science Concepts, Data and Media.
Knox, Gary A. Child Development and Social Studies Curriculum Design: Toward a Rationale.
Knox, Gary A. If It Ain't Survival . . . It's Catastrophe.

Lester, Sid, David Bond, and Gary Knox. A Directory of Research and Curriculum Development Projects in Social Studies Education.
MSSP Field Test Results: 1968-69; 1969-70.
Proposed Social Sciences Framework for California Public Schools.

Each was designed to offer the teacher new perspectives concerning a social studies program. (All these materials are described below.)

The source for Project motivational strategy came from the research of Leon Festinger. In his works (the most important being A Theory of Cognitive Dissonance, Stanford, California: Stanford University Press, 1957) he identified that persons are motivated to reduce dissonance (incongruent cognitive elements) which they perceive. The Project therefore aimed at introducing dissonance to teachers regarding their thinking about their social studies programs. The teacher would in turn be helped to reduce that dissonance. It was determined that this method would best aid the improvement of social studies programs in Marin County.

The SDI had been designed with Festinger's theory of cognitive dissonance as the basic motivational device. Through its use, questions were raised within program teachers for which they needed answers. Help was forthcoming from both the SDI and the Project staff. The articulation meeting was also designed to cause teachers a degree of frustration (dissonance), i.e., they came to perceive the basic inefficiency for students of the typically segmented social studies programs. This meeting, in conjunction with the SDI, may have caused the program schools to undertake the in-service activities they did.

In the case of both the SDI and the articulation meeting, the program teachers discovered that the Project staff had no intention of giving them THE ANSWER. It soon became apparent that the Project staff was to operate as a facilitator and be a data source, but not the authority with THE word on what the best program and techniques might be. Since the crucial variable in improving programs is the teacher, it is necessary that the changes they undertake be the consequence of high cognitive level understanding, and not the result of being told to make those particular changes.

It was essential for the program schools to identify their own program needs and goals so that they could investigate the problems they perceived. This is not to say that the Project did not provide guidance where it was needed or requested, but the final decision rested within the program schools.

Certain external incentives were used. Release time consisted of approximately one and one-half days per faculty member. Every program teacher was allocated fifty dollars to spend on any materials he wished. Project secretaries offered typing services on occasion. The professional books mentioned above were a source of external motivation (they also served as sources of data for the issues which the program teachers identified).

The nature of the public school system requires that teachers accumulate college units to advance on the salary schedule. In order to help teachers spend more time on their social studies program development activities, the Project arranged with a local college to give teachers unit credit for their efforts. The only cost to the interested teachers was a small administrative fee charged by the college, since the instructor salaries were borne as a part of the regular Project activities.

Throughout its duration the Project provided several services which aided in pursuit of the objectives. The establishment of a resource center at the Project offices provided a valuable source of information for teachers interested in making changes and keeping current on social studies education. The center consisted of five major sections. An extensive array of selected articles and other social studies information was available on a free distribution basis. A second section consisted of sample materials which the Project was field testing. Another contained books under consideration for state adoption. There was also an extensive library of professional books available on a check-out basis. Finally, there existed a section of the resource center devoted to the newsletters and reports of various social studies projects and organizations around the nation, as well as various publications of professional organizations. The center proved to be a magnet which drew persons from far and near, since there was no comparable collection west of the Rockies. The collection of books, periodicals, etc., grew during the three years.

The Project established a close working relationship with the local social studies professional organization. Indeed, the Project and the Marin Social Studies Council jointly sponsored several of the conferences. This served to strengthen the council while simultaneously disseminating Project findings and conducting Project-related activities. This cooperative contact remained strong throughout the Project's lifespan.

An internal Project activity which took place in each phase of the Project, but was ultimately the crucial reason for whatever success the Project experienced, was the constant staff interaction which took place on matters of substance. Not only did this interaction take place among the professional staff members but also with the clerical staff. This interaction resulted in the identification of fundamental changes necessary in social studies and education in general.

c. Materials

The focus of the Marin Social Studies Project was to raise the cognitive and affective levels of Marin County students in their social studies programs. As the Project collected data on how classroom changes could most effectively be instituted, the materials appropriate to effect these changes in each phase of the Project were identified. As with the activities, the use of materials went through three distinct periods.

Phase one had been premised on the notion that the new and innovative student materials from the various social studies curriculum projects, teamed with a limited amount of teacher in-service could bring about the best social studies programs as identified in the Project goal. Phase two recognized the greater importance of the teacher as the crucial variable vis-a-vis student materials. The third phase concentrated on teachers, not student materials. During the three years of the Project the materials acquired and developed by the Project reflected this shift, from student materials to teacher in-service materials.

(1) Phase One

At the outset the Project spent $65,000 on student materials which were purchased from twenty separate curriculum projects across the nation (see Appendix H). The variety of student materials were used from first grade through senior high school levels. They ran the gamut of the social science disciplines and history, to various interdisciplinary approaches. They ranged from first or second draft experimental editions, to polished materials available through commercial publishers. There were those which included comprehensive teacher guides to materials which gave virtually no teacher direction. Some were concept oriented, others were discipline oriented, and others were organized to make social studies more interesting. It is difficult to make a blanket statement about these materials except to say that they reflected the many trends and directions in the social studies.

This failure of social studies educators and curriculum developers to agree on specific goals enabled the Project to recognize that more was needed than student materials if an overall framework for social studies was to be developed. A cohesive thread tying the various materials together was missing. The Project found that it was impossible to tie together the best of the student materials in any logical sequence. Recognition increased that the retraining of the classroom teacher was ever more important as a result of the first year's field test.

While the first year field test of student materials was underway, the Project had developed or adapted other materials to familiarize teachers with what was happening in new social studies. Many of these materials were developed by the Project director before joining the Project.

Other materials used were the proposed Social Sciences Education Framework for California Public Schools and the Curriculum Materials Analysis System developed by the Social Sciences Education Consortium. These materials were the major tools of the two committees established in the first year of the Project.

As a direct outgrowth of Project work two documents were developed. Early in the Project history it was necessary to compile a directory of curriculum projects in social studies in order to acquaint the staff with the latest curriculum materials and to provide teachers with pertinent data regarding new curriculum materials, their content and availability. Consequently a directory was compiled which listed 103 social studies-related projects.

The frustration shown by teachers in trying to identify a proper place to begin to get retrained in social studies resulted in "New Social Studies, A Selected Bibliography and Review." It was widely distributed throughout the target area and was subsequently picked up and published in several journals.

Additionally, in in-service work the first year extensive use was made of "Trends in Social Studies," originally developed at the Far West Laboratory for Educational Research, and "Objectives for the Social Studies," "New Social Studies Strategies," and "Lester's Fourteen Points" all developed by the Project director.

(2) Phase Two

Though the field test of student materials was continued, and expanded, the second phase resulted in the use of materials having a decidedly different nature than those previously used. As previously noted, the second phase resulted in an increased concern with research and development. Consequently the materials of the second phase were developed internally for use during the projected third phase of the Project. The documents described above, with the exception of the materials used by the framework and curriculum committees, continued to be the focus of those in-service activities engaged in by the Project.

As part of the Project change package, the staff was particularly interested in designing materials which would cause teachers to closely and critically examine their social studies programs. There was the simultaneous requirement that these materials provide guidelines enabling the users to go immediately beyond the examination into re-education. The rationale for the Project position was Leon Festinger's A Theory of Cognitive Dissonance.

The most powerful of the Project developed materials was the Social Studies Teacher Self-Diagnosis Inventory (SDI). The purpose of the inventory, as described above, is to allow program teachers to determine the extent to which their beliefs about social studies education and classroom teaching methods are consistent with leading educators in social studies. In this inventory each teacher described his self-perception of the degree of knowledge, commitment, and practice to each of thirty-two

claims. The experience was designed to cause the teachers to closely review their position on each of the claims in contrast to those of experts in the field. The SDI, which is self-administered, serves not only diagnostic function (the user generates a set of personal profiles) but in addition this document helps the user prescribe for himself steps he can take to update his pedagogical skills and practices, as well as his philosophical view of social studies education.

In this inventory each individual teacher dealt with a series of thirty-two claims about social studies education. A sampling of these claims shows the range of issues the teachers had to face. All of the SDI claims are listed in Appendix L.

1. Most existing social studies programs are adequate--they do what needs to be accomplished.

8. When students apply the findings of an investigation to specific problems, supporting their positions with analyses, predictions and prescriptions, they operate at higher cognitive levels.

15. Students should not fail a social studies class.

22. A step-by-step task analysis of appropriate learning activities is requisite to effective lessons.

29. The acquisition of basic concepts is fundamental if social studies learning is to be cumulative.

Through a simple, but somewhat lengthy procedure, teachers are able to identify the extent to which they are at variance with social studies "experts" on these claims.

The development of this document was the result of a previous attempt to develop a preassessment scale wherein teachers could plot the position of their students on any social studies topic. The first effort was to describe the student cognitive and affective levels in relationship to a particular claim. After being given the task to devise a means for turning program teachers on to what a proper social studies program needed, the developer was given a free hand to devise an instrument which would accomplish the objective. After many trial efforts and assessments the SDI emerged. After the basic design was put into a workable format, many hours were spent validating the claims and identifying the bibliographic support for each. On a limited basis the SDI and other Project developed items have been made available from the Marin County Superintendent of Schools Office.

The Curriculum Materials Examination System (CMES) was written to provide teachers with a practical device for judging the merits of

various curriculum materials. The document consists of a series of questions which can be asked about a set of materials. The answers to these questions can be roughly quantified, and an estimate of the worth of the materials calculated. The Project staff was interested in identifying fundamental questions which social studies educators in the 'seventies are required to ask regarding student materials.

Questions raised in CMES include:

1.4 To what extent is the rationale [of the materials] oriented to survival needs?

2.12 To what extent are the materials designed to teach students methods of inquiry, . . .?

2.32 To what extent are the materials designed to develop those attitudes which are necessary to a free society?

3.2 To what extent are the acts/strategies appropriate for teaching students how to inquire?

4.3 To what extent do the materials lend themselves to activities which will involve the student in a variety of student-teacher, student-student, and student-materials interactions?

5.3 To what extent are the media sensorially exciting?

6.2 To what extent are there evaluation instruments which correlate with stated objectives?

A complete listing of the questions asked in CMES is reproduced in Appendix K.

The Project rationale statement, If It Ain't Survival . . . It's Catastrophe: A Social Studies Curriculum for a Modern World was written to orient teachers both to the philosophy underlying the work of the Project and give some explicit guidelines to teachers for carrying out this direction. The 123-page statement describes what the Project staff perceives as the proper function of a social studies curriculum in the modern world.

One of the areas of greatest concern to the Project staff was the negligence of curriculum materials developers and teachers regarding the cognitive development of children. Consequently a document was developed which summarized recent findings in child development psychology. Entitled Child Development and Social Studies Curriculum Design, the purpose of the paper was to provide criteria for appropriate teaching methods and learning activities in the social studies classroom

in view of learning theory and cognitive studies. It served as a guide for Project positions and activities.

Additionally the Project worked during the second phase to identify appropriate evaluation instruments for determining the extent to which students were able to reach the Project objectives. Three basic instruments were used, their use and the findings generated from them are reported in the section on evaluation.

(A) Inquiry Process Observation System (IPOS) was designed and developed by the Project staff. IPOS purports to measure the level of inquiry process at which students engage during verbal dialogue.

(B) The Flanders Interaction Analysis system was adopted for the purpose of measuring classroom verbal interaction patterns.

(C) A series of questionnaires was developed to measure changes in student attitudes toward social studies.

These instruments were used to collect data about the impact of the Project (its materials, in-service sessions, and related activities) on student behavior and attitudes.

Besides the refinement of previously used materials and the development of the position papers and teacher in-service materials described above, the Project adopted one other article to its collection of materials for use with teachers. Greta Morine's article, "Discovery Modes: A Criterion for Teaching," Theory Into Practice, February 1969, which matched the position taken in the Project document on child development, was an element used in in-service activities because it identified techniques, rationale, criteria, and grade level appropriateness for the use of particular teaching strategies.

(3) Phase Three

The student materials purchased in the first two phases of the Project continued in use in the classrooms of Marin County. Their use, however, ceased to be of significant importance to the central efforts of the Project. The third phase was concerned solely with the use of activities and materials which would cause and enable teachers to make improvements in their social studies programs, including criteria for teacher selection of student materials.

The primary document employed in the third phase was the Self-Diagnosis Inventory. As described above the document was intended to motivate teachers by allowing them to identify the gap which existed between a self-perception of social studies and the position held by

authorities in the field. The other materials developed during the second phase were distributed to all program teachers (identified in the section on activities). The role and impact of each depended on the results of the SDI and the objectives each program faculty set for its social studies curriculum. Each teacher also received a copy of the proposed Statewide Social Sciences Education Framework and Social Science Concepts, Data and Media by Clinton Boutwell (under auspices of a project at the University of Southern California).

In addition each program school was provided with a set of professional texts dealing with social studies education. It was intended that these books would become the nucleus of a school professional library (see Appendix I).

Each teacher was additionally provided with a fifty dollar credit to purchase materials deemed necessary for the success of the revised social studies program. Each teacher was also able to draw upon the student materials which had been returned to the Project office from the second phase of the field test. While student materials could have been ordered immediately to make some short-term improvements in programs, most program teachers waited until their revised program began to take shape.

As efforts concentrated on establishing school programs based on specific student performance, the Project found it necessary to develop additional materials related to helping teachers specify these objectives. Four documents resulted from this necessity. Since no publication existed which clearly identified distinctions between cognitive process levels in behavioral objectives so that one was sure that the teacher was asking the student to operate at the specific level, such a format was developed in "Cognitive Process Words for Behavioral Objectives."

To give teachers specific examples of appropriate terminal objectives for a social studies program, the Project developed "Terminal Objectives for Eighth Grade" and "Terminal Objectives for Twelfth Grade." In the case of each, and keeping in line with the Project determination that each program school should set its own direction, these documents were used only as they were seen useful by the participating schools.

One of the terminal objectives specified that "each student will demonstrate his ability to understanding an opposing view held by a second student by stating it so clearly that the second student will agree that the first student has done so." The objective was so well received that many program teachers wanted to spend some time discussing its implementation. After a lengthy search the staff found that the Northwest Regional Educational Laboratory had put their resources into identifying the processes and planning strategies to enable students to fulfill the requirements of the objective. Consequently, "Paraphrasing: A Basic

Communication Skill for Improving Interpersonal Relationships" was added to the list of materials used with program schools.

One of the problems identified early in the work with program school faculties was that there was little agreement on the definition of social studies and the consequent goals of a social studies program. A document was produced entitled "Redefining the Social Studies Curriculum." This paper was ultimately the basis of a presentation made by the Project director at the 1970 Conference of the American Historical Association.

It is impossible to describe the precise use of each of the materials in the various in-service programs. They varied widely. Indeed the Project used various transparencies reflecting Project-developed ideas as well as schematically conceived ideas from other sources (see Appendix J for the titles of the various transparencies used).

All of the materials described for the third phase of the Project were used in varying degrees with the faculties of the seven program schools. None of the materials were directly used with the comparison faculties.

d. Budget

While the expenditures of the Marin Social Studies Project over 39 months approximated $328,000 the majority of those funds were expended on two necessary but atypical circumstances for operation. One circumstance was the time spent on the research and development phase of the Project, the other was the inordinate amount of time necessary to carry on negotiations with state and federal agencies. The program itself (phase three) was designed to be within the financial capabilities of the typical school district.

The specific costs of the Project can be itemized as follows:

3628	Number of pupils (K-12) directly involved in the Project (phase three).
$ 268,000.00	Developmental costs
$ 74.15	Developmental costs per pupil
$ 28,000.00	Implementation costs
$ 7.74	Implementation costs per pupil
$ 23,000.00	Operational costs
$ 6.35	Operational costs per pupil

Per pupil costs for implementation and operation of this program within a school district cover all expenditures of the Project for 1) student social studies materials and 2) in-service training, supervision, consultant services, and professional materials including the change package.

The following cost breakdown can be used to determine the approximate budget level for implementing and continuing to operate this type of a program in a school district.

Seven schools - Students 3628

Teachers 93

Implementation Costs (first year)

Student materials	$ 5,000
Professional materials (including change package)	2,000
Professional and secretarial time	15,500
Teacher release time	5,500
Total	$ 28,000

Operational Costs (per year costs after first year)

Student materials	$ 3,600
Professional materials	400
Professional and secretarial time	15,000
Teacher release time	4,000
Total	$ 23,000

These costs, then, represent the per pupil figure of $7.74 for implementation and $6.35 for continuing operation.

Two points are significant regarding this cost breakdown. First, the present expenditures of a school district for any of the budget items listed above are negated by this budget. To put it another way, the budget for the social studies program itemized above stands in lieu of any present expenditures within a district, they are not additional costs.

Secondly, unless expenditures for the social studies program in a school district are at the levels indicated above, the chances of significantly improving the social studies program are nil.

The cost breakdown is based on a kindergarten through twelfth grade student population. If this program were to be implemented in an elementary or a secondary system the overall budget would not vary significantly. An elementary district would spend more on in-service while a secondary district would have greater costs for materials.

D. EVALUATION

1. Objectives

The overriding goal of the Marin Social Studies Project was to raise the cognitive and affective levels of Marin County students with regard to the social studies program.

During the first phase of the Project (roughly the initial fifteen months) that goal was translated to mean the following program objectives:

(1) develop a County social studies framework based on the soundest criteria available;

(2) conduct an in-house evaluation of available social studies curricula; and

(3) field test and evaluate available social studies curricula developed by nationally recognized authorities for the purpose of contrasting student responses regarding these curricula with traditionally used materials.

Phase two of the Project was devoted to a reassessment and modification of the original objectives. Only the field test and evaluation of new curricula remained as an objective from those identified during phase one. The overriding objective for the second phase was for the Project to develop a change system to allow teachers to modify their social studies program and teaching behavior. The effectiveness of this change system was ultimately to be measured in terms of its effect on students.

The objectives of the third phase of the program were stated in specific student performance terms:

Cognitive Inquiry Processes: to increase students' ability to employ the modes and processes of social science inquiry. Specifically, to increase the frequency with which students inquire beyond level (d) by 50%.

Instantiations:

(a) Collect data relevant to the topic of study
(b) Define the elements within the data collected
(c) Prepare the data for analysis by organizing (e.g., classifying, sequencing, charting) it into arrangements which serve the analysis

(d) State similarities among and differences between the data arrangements
(e) State generalizations about the data arrangements
(f) State inferences suggested by the data arrangements
(g) State hypotheses which could be used to investigate relationships suggested by the data
(h) Explain methods and plans of investigation which could be used to test the hypotheses
(i) Explain the results of the investigation, justifying them by making explicit reference to data sources, hypotheses used, test measures, search methods, evidence collected, analysis of evidence, implications of the evidence, and/or conclusions reached
(j) Apply the findings of the investigation to specific problems by stating, and supporting with reference to the analysis, predictions and prescriptions

Classroom Interactions: to modify student behavior so that

(a) The frequency with which students initiate dialogue is increased by 20%
(b) The frequency with which teachers ask questions is increased by 20%
(c) The length and frequency of teacher lectures will be reduced by 50%
(d) The variety of classroom interactions increases

Student attitude: to modify student attitudinal behaviors toward social science, such that

(a) The frequency with which students respond positively to inquiries about attitude toward social studies will increase by 20%
(b) Students will indicate through a variety of teacher-identified behaviors an increased willingness to inquire into social studies

Although the objectives of the third phase were written for student outcomes, the Project staff made no attempt to work directly with students. The corollary objective was for the program teachers to modify their own behavior so that the prescribed student behaviors would result.

Project interest rested with the objectives of the third phase. The field test results, however, did shed important light on the reasons for the reorientation of the objectives. The evaluation section will have much to say about those field test results.

2. Choosing Participants

Classroom teachers in Marin County were the direct recipients of the Project efforts. Though the Project went through three distinct phases, each reflected in the changing objectives, activities, and materials, the criteria for participant selection within the shifting focus of the program remained essentially one of teacher self-selection.

The very different nature of the first and third phases of the Project requires that participants be discussed separately in these distinct efforts. The initial period centered on field testing new social studies curricula, the latter stage focused on the implementation of basic changes in the social studies program at individual schools. The second phase proved to be a transitory period.

a. Phases One and Two

The student material field test portion of the program rested upon the willingness of individual teachers to use Project secured materials in their classrooms. These teachers were self-selected, there was no attempt to require unwilling or even neutral persons to use the materials. The only persons excluded from participation were those for whom there were no materials available. The procedure followed was first come, first serve.

In order to establish a comparison group each teacher experimenting with the student materials offered by the Project asked any teacher (preferably at the same grade level) who was not using the Project purchased materials to allow their students to respond to an evaluative questionnaire about the impact of the materials they used. Under these circumstances there was no assurance that comparison teachers were not contaminated by the workshops and other activities conducted by the Project, but also there was no requirement that persons using the materials attend any Project activities. The focus was to examine the impact of the materials upon the students, viewing the teacher as a disinterested medium.

All teachers who used the experimental materials were to have their class(es) provide evaluations for the materials. In retrospect, there was a very low attrition rate because the materials tended to produce better results than those traditionally used (see below). Since the field test was conducted on a voluntary basis there was no attempt to replace those who did drop out, though the materials were often used by another teacher as soon as they became available.

All teachers using the experimental programs in their class(es) were involved in the evaluation of materials. Each teacher received a set of questionnaires to which their students responded. In some cases

teachers used the field test materials with more than one class, under these circumstances they were allowed to choose whichever class they wanted to respond. In the case of the comparison group the same procedure was followed.

b. Phase Three

In the concluding phase of the Project the selection of the program faculties was made after a County-wide memorandum was distributed asking for faculties willing to volunteer for an effort to revise their social studies program. In order to pare the number down to a manageable size, the Project established specific criteria for selection:

(1) The faculties of the school had to indicate their willingness to examine their social studies program--they did not, however, have to make a commitment to change it.

(2) The Project preferred to have a person in the school with whom the Project had had previous contact.

(3) No two program schools could be from the same district.

(4) The selected schools collectively had to represent the K-12 grade levels.

(5) From the perception of the Project staff, the schools had to collectively show a range of sophistication about the new social studies and their social studies program (i.e., the range was to be from highly sophisticated to very little understanding).

(6) Each school had to provide another school in the district for comparison purposes which was roughly comparable to one of the program schools so that requirements 3, 4, and 5 above held true for the comparison schools.

The Project change strategy was based on the program schools taking the initiative where practical and possible to determine the direction of their efforts. Consequently the Project made no direct attempt to encourage or restrain program faculties from involvement with other "contaminating" programs which might influence the results. If any contaminating effects were present they were considered to be "normal" conditions for the given schools. The Project position was that overlapping was a healthy circumstance since it illustrated faculty desire to make viable and lasting changes. And if they were moved to seek aid from other programs, that was beneficial. Two program schools were concurrently involved with an EPDA staff differentiation project. One school was

working on an irregular basis with a curriculum development project.

The comparison schools were similar in that one was working very closely with its district curriculum coordinator on techniques for improving the social studies classroom. Another was participating regularly with a curriculum development project in the improvement of classroom materials.

The seven program schools exhibited different levels of involvement during the program period. At any one time there were about four schools actively involved. One school dropped by the wayside, though it never withdrew from the program. The attrition and the positive dynamics of involvement had little effect from one school to another because of the geographic separation and the difficulty of communication since no two were from the same district.

Since the evaluation of the Project efforts during the final phase required collecting different types of data for the several Project objectives, various methods were employed. The selection of teachers for observations on classroom interactions was done by a random selection process using a table of random numbers. The identification of classes from which students would respond concerning their attitudes toward social studies was also done by random sampling. All program teachers were questioned on their perception about student willingness to investigate social problems.

3. Describing Participants

a. Phases One and Two

According to Project records two hundred-seventy (270) teachers field tested the newer developed curricular materials during the first two funding periods of the Project. In some cases teachers used materials with more than one class. Other teachers field tested more than one set of experimental materials. Some students went from one grade to the next where each used the experimental materials. Consequently it is conservatively estimated that 4500 students used experimental materials at one time or another.

These students ranged from kindergarten through twelfth grade and represented a normal distribution of males and females. The student recipients of these materials were typical of the residential composition of Marin County.

4. Measuring Changes

a. Phases One and Two

In phases one and two of the Project the measurement consisted of determining the level of subjective responses from both students and teachers regarding the experimental materials they were using. These responses were measured by means of questionnaires which were developed by the Project staff (see Appendix M). The original objective to field test and evaluate new curricula materials required questionnaires to elicit the subjective responses of teachers and students.

b. Phase Three

For phase three, the Project objectives shifted to the measurement of 1) verbal student interactions, 2) levels of cognition in student dialogue, and 3) positive attitudes of students toward social studies. The measures for these three objectives were respectively: 1) Interaction Analysis (Appendix N), 2) the Project designed Inquiry Process Observation System (IPOS) (Appendix O), and 3) two Project designed questionnaires, one for students and one for teachers (Appendix P). These instruments were matched specifically to the objectives to be measured.

The student questionnaires were the only devices which required different forms for use by students. The different forms were based on their ability to understand and respond to the questions. These questionnaires were administered by teachers and were self-explanatory.

The Interaction Analysis observations and Inquiry Process Observation System observations were all conducted by one trained observer. These observations were done on a pre and post basis. The first in October of the school year, the post treatment observation was conducted in late April and early May of the school year.

5. Presenting Data

a. Phases One and Two

The hypotheses raised in the field test of new curricular materials during the first two years of the Project (1968-69, 1969-70) were as follows:

Hypothesis #1 - Individual new social studies programs vary in quality such that some are superior to others.

b. Phase Three

The potential teacher recipients of the Project efforts were ninety-three (93) teachers in the seven program schools. The program schools had a student population of 3628. Theoretically every social studies teacher and every student in each program school was engaged either directly (teachers) or indirectly (students) in the Project efforts. With the range of schools involved, students were distributed across the K-12 spectrum. However, the number of respondees was disproportionately weighted toward secondary schools, since the basis for selection was for two schools per grade level in the program and the secondary schools operate as departments where each teacher has 100-150 students. The selection process was not concerned with the total number of students, nor the number of students at each grade level. Below is a breakdown showing the number of schools participating according to grade level.

	Number of schools with students at grade level
Kindergarten	2
First grade	2
Second grade	2
Third grade	2
Fourth grade	2
Fifth grade	2
Sixth grade	5
Seventh grade	5
Eighth grade	5
Ninth grade	1
Tenth grade	2
Eleventh grade	2
Twelfth grade	2

Hypothesis #2 - New social studies curricular materials as a class are superior to traditional social studies materials.

To investigate these hypotheses, a set of scaled response questions was developed (see Appendix M) to measure the positive and negative reactions of students toward the materials. The questionnaires were designed to obtain responses which would distinguish between programs of differing quality. While the items varied in wording because of the grade levels involved (K-12), the following issues provided discriminating responses from the students regarding program quality.

* I learned a lot from these materials.

* The ideas I studied in these materials were interesting.

* The materials we used changed some of my ideas.

* The materials we used in this class made me think.

* Would you like to have future classes in which you use the same type of materials you used in this class?

* All in all, the materials we used were [good].

* Having used these materials, I would say that social studies is important to my life.

6. Results of the Study

a. Phases One and Two

Hypothesis #1 - Due largely to the variation of sample sizes of teachers using new curricular materials it was difficult to obtain data regarding individual programs. The data did indicate that there were greater differences between teachers using the same programs than there were between the curricular programs per se.

It would appear, however, that had the sample groups been better controlled, significant differences might well have appeared.

There was one outstanding exception to this finding. The curricular program developed by the Education Development Corporation entitled "Man: A Course of Study" obtained responses far more positive than any other program that was widely tested. Table I shows the most significant difference between "Man" A Course of Study" and all other experimental classes and the control group on one of the questionnaire items.

TABLE I.

SAMPLE COMPARISON QUESTION

ON UPPER ELEMENTARY MATERIALS

1969-70 FIELD TEST RESULTS

Question: All in all, how did you feel about the materials?

Responses:	Positive		Neutral		Negative	
	N =	A + B =		C =		D + E =	
MAN: A COURSE OF STUDY	569	438	77%	97	17%	34	8%
OTHER EXPERIMENTAL (4-6)	541	272	50%	147	27%	121	22%
CONTROL (4-6)	467	257	55%	103	22%	107	15%

Hypothesis #2 - Statistically significant differences were found between groups of teachers using new social studies materials (experimental) and traditional social studies materials (control) particularly at the secondary level. Statistically significant differences diminished at the upper elementary level and lacked significant differentiation in the primary grades.

The most significant finding was the fallout of a third group of teachers (innovative non-Project) based on an analysis of the data. This group of teachers was isolated on the basis of their responses on the control group teacher questionnaire. They indicated that they were developing their own programs, producing their own materials, and selecting and purchasing new materials to implement those programs. These teachers had characteristics different from the control and experimental group of teachers by virtue of their "intrinsically motivated" use of social studies materials.

> Operational definition of intrinsically and extrinsically motivated teachers: When asked the question, Why are you teaching that book? that topic? that subject? that way? -- the intrinsically motivated teacher will provide "his reasons." The extrinsically motivated teacher will tell you who wants him to do it, or what rule he is following.

Table II shows that the procedures described above resulted in finding statistically significant differences between experimental, control, and innovative non-Project groups at the secondary level.

All differences were significant in the same direction at identical levels of confidence. ($P > .001$)

Observation of this table indicates that there is a more positive response by students regarding materials they used in the experimental classes than in the control classes, and that there was yet a more positive response from students in innovation-non-Project classes than in either experimental or control classes.

The responses to the questions used in the field test are graphically represented in Tables III and IV. For purposes of graphically interpreting the data, the two positive responses on the student questionnaire were totaled. The higher positive response was assigned a value of two with the other response assigned a value of one.

TABLE II.

COMBINED 1968-69, 1969-70 FIELD TEST RESULTS (SECONDARY)

Responses:	Positive		Neutral		Negative	
	N =	A + B =		C =		D + E =	
CONTROL	1351	2182	43%	324	26%	345	27%
EXPERIMENTAL	3937	582	55%	1101	28%	654	17%
INNOVATIVE NON-PROJECT	2312	1463	63%	552	24%	297	13%

CR X vs C = 7.50 P > .001

CR X vs I = 6.67 P > .001

CR I vs C = 10.58 P > .001

TABLE III.

GRAPHIC REPRESENTATION

OF 1968/69 FIELD TEST RESULTS (SECONDARY)

Question - Would you like to learn more about what you studied using these materials?

Control	+63	———————————
Experimental	+50	————————
Innovative	+74	———————————————

Question - The ideas in these materials were interesting.

Control	+50	———————————
Experimental	+84	———————————————
Innovative	+87	———————————————

Question - The materials made me think.

Control	+58	———————————
Experimental	+83	———————————————
Innovative	+98	———————————————

Question - The materials changed my way of thinking.

Control	+24	————
Experimental	+33	—————
Innovative	+36	—————

Question - The materials changed some of my ideas.

Control	+56	———————————
Experimental	+55	———————————
Innovative	+63	———————————

Question - All in all, the materials were [good].

Control	+44	———————————
Experimental	+85	———————————————
Innovative	+83	———————————————

TABLE IV.

GRAPHIC REPRESENTATION

OF 1969/70 FIELD TEST RESULTS (SECONDARY)

Question - I learned a lot from these materials.

Control	+50	———
Experimental	+65	———
Innovative	+83	———

Question - The ideas I studied in these materials were interesting.

Control	+57	———
Experimental	+82	———
Innovative	+89	———

Question - The materials we used changed some of my ideas.

Control	+48	———
Experimental	+48	———
Innovative	+59	———

Question - The materials we used in class made me think.

Control	+62	———
Experimental	+81	———
Innovative	+96	———

Question - Would you like to have future classes in which you use the same type of materials you used in this class?

Control	+33	———
Experimental	+53	———
Innovative	+62	———

Question - All in all, the materials we used were [good].

Control	+51	———
Experimental	+73	———
Innovative	+84	———

Question - Having used these materials, I would say that social studies is important to my life.

Control	+63	———
Experimental	+67	———
Innovative	+78	———

7. Presenting Data

a. Phase Three

The hypotheses pursued during the final phase of the Project are those stipulated in the section on objectives under phase three.

The first hypothesis was: Students would demonstrate an increased ability to employ higher level modes and processes in social science inquiry.

The means of investigating this hypothesis required the observation of randomly selected program and comparison classrooms. The device used in this observation was the Project developed Inquiry Process Observation System (see Appendix 0). Table V shows the data summarized from these observations.

TABLE V.

RANDOM OBSERVATIONS OF PROGRAM AND COMPARISON CLASSROOMS

SHOWING THE LEVEL OF STUDENT CLASSROOM INQUIRY

USING THE INQUIRY PROCESSES OBSERVATION SYSTEM

TYPE OF SCHOOL	IPOS CATEGORIES					
		Low Levels			High Levels	
	N =	0	1	2	3	4
PROGRAM - PRETEST	20	23.9%	49.0%	8.6%	10.7%	7.6%
- POSTTEST	23	22.2%	34.8%	16.0%	18.0%	8.8%
COMPARISON - PRETEST	11	13.8%	66.7%	5.5%	8.6%	5.5%
- POSTTEST	12	25.4%	47.0%	7.3%	9.7%	10.0%

Due to an error in sampling procedures, the Project was unable to collect sufficient comparison paired data on IPOS on a pre/post basis to warrant a description of these observations.

TABLE VI.

RANDOM PAIRED OBSERVATIONS OF PROGRAM CLASSROOMS SHOWING LEVEL OF STUDENT CLASSROOM INQUIRY USING THE INQUIRY PROCESSES OBSERVATION SYSTEM

N = 7

	Low Levels	High Levels
PRETEST	81.9%	18.1%
POSTTEST	59.2%	40.8%

A second hypothesis was: There will be a decrease in the amount of teacher lecture time, an increase in teacher questions and an increase in the amount of student initiated dialogue.

The instrument used during classroom observations to obtain this data was Interaction Analysis (see Appendix N). The data collected in these observations is summarized in Tables VII and VIII.

TABLE VII.

RANDOM OBSERVATION OF PROGRAM AND COMPARISON CLASSROOMS

SHOWING TEACHER/STUDENT INTERACTIONS

USING FLANDER'S INTERACTION ANALYSIS

TYPE OF SCHOOL	N =	Teacher Questions (4)	Teacher Lecture (5)	Student Initiated Talk (9)
PROGRAM - PRETEST	22	15.3%	22.7%	20.8%
- POSTTEST	23	14.4%	20.3%	17.6%
COMPARISON - PRETEST	12	14.1%	29.3%	14.2%
POSTTEST	12	10.5%	25.7%	22.7%

TABLE VIII.

RANDOM PAIRED OBSERVATIONS OF PROGRAM CLASSROOMS

SHOWING TEACHER/STUDENT INTERACTIONS

USING FLANDER'S INTERACTION ANALYSIS

N = 7

	Teacher Questions (4)	Teacher Lecture (5)	Student Initiated Dialogue (9)
PRETEST	19.6%	21.8%	14.6%
POSTTEST	14.7%	23.7%	21.4%

A third hypothesis was: Student attitudes toward social studies will improve. Student questionnaires were used to obtain the data found in Tables IX through XVII.

TABLE IX.

PROGRAM STUDENT RESPONSE TO THEIR FAVORITE SCHOOL SUBJECT (GRADES K-6)

N = 182

	Pre	Post
Math	26.9	19.2
Social Studies	3.9	3.8
Music	4.9	7.7
Art	23.0	25.8
Recess	11.5	12.6
Reading	9.9	11.5
Science	9.9	9.9
Other/None	13.7	17.6

TABLE X.

PROGRAM STUDENT RESPONSE TO THEIR LEAST FAVORITE SCHOOL SUBJECT (GRADES K-6)

N=182

	Pre	Post
Math	18.6	18.1
Social Studies	18.1	25.6
Music	13.7	14.8
Art	2.2	3.8
Recess	3.3	5.5
Reading	10.9	10.4
Science	13.1	20.9
Other/None	21.9	12.6

TABLE XI.

PROGRAM STUDENT RESPONSE INDICATING THE SCHOOL SUBJECTS THEY "REALLY" LIKED (GRADES K-6)

N=182

	Pre	Post
Recess	27.4	59.3
Math	52.1	50.0
Art	57.1	71.4
Social Studies	20.3	30.8
Science	33.5	54.6
Music	32.4	46.2
Reading	37.3	50.0
Spelling	28.5	26.4
Other/None	3.3	0.0

TABLE XII.

PROGRAM STUDENT RESPONSE TO QUESTION,

"HOW INTERESTED ARE YOU IN LEARNING MORE ABOUT SOCIAL STUDIES?" (GRADES K-6)

N=182

	Pre	Post
Very interested	28.0	39.7
Somewhat interested	31.3	23.6
I really don't care	13.1	18.7
Not too interested	14.8	9.9
Not at all interested	10.9	13.7

TABLE XIII.

PROGRAM STUDENT RESPONSES TO CUE WORDS ABOUT SOCIAL STUDIES (GRADES K-6)

N=182

	Pre	Post
Interesting	36.8	47.3
Dull	22.5	34.1
Fun	25.2	35.2
Real Hard	4.4	25.3
Exciting	17.0	27.5
Dumb	8.8	17.6
Silly	4.4	11.5
Useful	20.3	37.4
Real easy	7.1	15.9
Bad	10.4	18.9
Play	2.8	5.(
Very important	22.5	38.5
Okay	32.9	45.6
Work	12.6	29.1

TABLE XIV.

PROGRAM STUDENT RESPONSE TO THEIR FAVORITE SCHOOL SUBJECT (GRADES 7-12)

N=1116 Pre

N= 809 Post

	Pre	Post
Art	11.5	9.6
English	17.7	16.6
Math	13.4	13.3
Music	3.2	3.3
P.E.	12.0	12.4
Science	15.8	13.7
Social Studies	18.3	18.0
Home Economics	2.6	3.1
Foreign Language	3.2	2.7
Other/No preference	12.2	16.8

TABLE XV.

PROGRAM STUDENT RESPONSE TO THEIR LEAST FAVORITE SCHOOL SUBJECT (GRADES 7-12)

N=1116 Pre

N= 809 Post

	Pre	Post
Art	1.1	2.0
English	21.7	19.9
Math	25.3	21.0
Music	0.8	0.4
P.E.	7.8	8.2
Science	8.9	11.5
Social Studies	22.5	24.8
Home Economics	0.0	0.0
Foreign Language	11.9	9.4
Other/No preference	6.8	4.7

TABLE XVI.

PROGRAM STUDENT RESPONSE TO THE QUESTION,

"HOW INTERESTED ARE YOU IN TAKING ANOTHER COURSE IN SOCIAL STUDIES?" (GRADES 7-12)

N=1116 Pre

N= 809 Post

	Pre	Post
Very interested	15.5	15.6
Somewhat interested	35.2	42.0
I don't care	15.9	14.7
Not too interested	18.8	15.6
Not at all interested	12.6	11.1

TABLE XVII.

PROGRAM STUDENT RESPONSES TO CUE WORDS ABOUT SOCIAL STUDIES (GRADES 7-12)

N=1116 Pre

N= 809 Post

	Pre	Post
Interesting	49.3	51.9
Dull	37.1	40.1
Fun	18.5	22.2
Too hard	12.8	12.2
Exciting	9.8	11.0
Boring	36.7	40.7
Useful	43.9	46.1
Too easy	0.3	4.6
Useless	15.1	17.6
Up tight	10.4	12.1
Worthless	15.3	16.1
Relevant	23.3	27.3
Thought provoking	28.2	31.6
Conventional	10.3	13.7
Very important	16.3	18.0

Program teachers were also polled on the extent to which they felt the students were willing to investigate into social studies. Table XVIII shows their responses.

TABLE XVIII.

PROGRAM TEACHER RESPONSES TO STUDENT WILLINGNESS TO INQUIRE INTO SOCIAL STUDIES

N=60

"Substantially more"	6
"Somewhat more"	21
"Very little more"	12
"No change"	9
"Very little less"	1
"Somewhat less"	1
"Substantially less"	2
No response	8

8. Results of the Study

a. Phase Three

The overriding objective for phase three of the Project was to encourage teachers to become intrinsically motivated regarding their social studies programs. The evidence from phase one and two of the Project was that teachers who were thus motivated would provide the best social studies programs for their students.

The objective of the Project staff was to influence program school teachers under conditions that could be easily replicated in other school districts. Therefore limited influence was exerted on program school faculties with the calculated anticipation that maximal changes would result.

The specifically stated Project objectives for phase three were related to modifications of teacher talk, student talk, use of higher cognitive level processes by students and improvement of student attitudes toward social studies. These objectives served as indicators that the overriding objective was being achieved.

The prescribed shifts in program school classes were obtained in some cases though not in others, as shown by the various pretests and posttests noted above.

There was more than a 50% increase in student use of higher cognitive level processes. (Table VI)

The frequency with which students initiated dialogue was increased by more than 20%. (Table VIII)

There was not a 50% decrease in the time teachers spent lecturing. (Table VII)

Teachers did not increase the frequency with which they asked questions by 20%. (Table VII)

There was not an increase by 20% of the frequency with which students respond positively regarding social studies classes. (Tables IX, X, XII, XIII, XIV, XV, XVI, XVII)

Students did show a better than 20% increase in their positive attitudes toward social studies classes on one question. (Table XI)

Even though the prescribed student objectives were met or exceeded in some cases, but not in others, data from the program schools and the comparison schools failed to show significant statistical differences. In some cases the shifts for the comparison schools were approxi-

mately the same as for the program schools. This would indicate that there were variables involved which were unaccounted for.

The data from the program and comparison schools proved questionable due to an error in the sampling techniques used. It would appear that if better procedures had been used, two of the specific objectives, 1) the increase of student use of higher level cognitive processes and 2) the increase of student initiated dialogue would have proven not only to increase, but to have done so with some statistical significance over the comparison schools. These are, however, only speculations.

Overall, these particular findings are but indicators of the success or failure of the overriding objective of the Project. The "soft data," that is, the interviews, conversations, observations, telephone calls, drop-ins, requests for assistance, recommendations of teachers to colleagues, etc., provided additional information regarding the success or failure of the Project.

Several interesting phenomena were noted in this regard. There was little, if any, correlation between the perceived quality of the schools in the program group and the amount of impact or effect the Project staff had on that school. Indeed one of the most successful schools in dedication to program revision came from a school initially seen as being the least sophisticated. On the other hand, the one school where little use was made of Project personnel was a school the staff had thought would make the greatest advance. Ultimate success turned out to be totally unpredictable. This finding makes it even more evident that the success of a program is dependent upon the dynamics associated with individual faculty composition and its use of outside consultant help.

The results of phase three of the Project can best be summarized in this way. It is possible to encourage social studies teachers to substantially modify and improve their programs. It was found that several of the documents in the change package were quite successful in motivating teachers and providing them with tools for program modification. Some of the documents were less successful and, finally, it was determined that there were some other potential documents that are much needed to enhance the potency of such a package.

In regard to the question, is it possible to motivate a school faculty to substantially modify and improve their program, the answer is yes. The conditions necessary for such change are found in the section on recommendations. In light of the fact that the above question was answered in the affirmative and conditions are understood and materials are partially available to accomplish this task, the Marin Social Studies Project can be said to have been a success.

E. RECOMMENDATIONS

Recommendations for Improving Social Studies Programs

Prerequisite Conditions

1. There should be financial support from the administration.
2. There should be psychological support from the administration.
3. There should be a reward system for teacher involvement (money, time, units on salary schedule, status, materials, etc.).
4. There should be a basis for continued frequent communication between the teachers involved (school level).
5. There should be an initial willingness to participate on the part of the teachers.

Analysis and Inputs

1. There should be a systematic attempt to analyze the entire program.
   a. There should be a needs assessment conducted to reveal hard data evidence.
   b. There should be a complete analysis of the present program in light of current trends and research.
   c. There should be a self-diagnostic evaluation conducted regarding each teacher's knowledge of and commitment to good classroom practice.
2. There should be specialized expertise available to provide in-service training for teachers.
   a. There should be agreement on contemporary definitions of
      (1) social studies
      (2) teaching
      (3) learning

b. There should be skill training sessions provided for teachers so that they are able to

(1) write student outcome objectives
(2) teach a variety of contemporary lessons
(3) diagnose learning abilities and disabilities
(4) plan and design curriculum
(5) identify articulatable skills and processes

Teacher Outputs

1. Teachers should have the responsibility for the design of an overall (school) social studies curriculum.

   a. Teachers should define social studies functionally.

   b. Teachers, with others, should identify long-range goals.

   c. Teachers should identify short-range objectives consistent with the functional definition and long-range goals.

   d. Teachers should develop diagnostic instruments to assess preinstructional student competencies.

   e. Teachers should develop and/or select post-instructional evaluation instruments.

   f. Teachers should identify concepts to be taught.

   g. Teachers should identify skills to be taught.

   h. Teachers should identify investigative processes to be taught.

   i. Teachers should identify cognitive processes to be used by students.

2. Teachers should select materials based on the development of identified skills, processes, concepts, and other program criteria.

External Evaluation

Teachers should evaluate their program using data collected from students and parents.

Recommendations for Further Research for the Improvement of Social Studies Programs

Teacher Focus

1. Studies should be conducted on intrinsically motivated teachers vs. non-intrinsically motivated teachers as they affect students in social studies classes.

2. Studies should be conducted on the means of motivating teachers toward more intrinsically motivated decisions regarding their teaching practices.

3. Studies should be conducted on the relationship between teacher personality and/or value systems and the teaching strategies teachers are willing and/or able to employ.

4. Studies should be conducted on the effect of teacher selection of teaching materials with and without identifiable criteria.

5. Studies should be conducted about the effect on teacher behavior where comprehensive student evaluations of teachers are collected and publicized as compared to situations where no such data is obtained.

6. Studies should be conducted on the operationalizing of specific teacher skills and the length of training and/or practice necessary for teachers to obtain those skills.

7. Longitudinal studies should be conducted on the effect of innovative teacher training in innovative classroom practices.

Student Focus

1. Longitudinal studies should be conducted about the effect of articulated vs. non-articulated programs on students.

2. Longitudinal studies should be conducted about the effect of performance based programs vs. non-performance based programs on students.

3. Studies should be conducted about the effect on students involved in high cognitive level dialogue classrooms vs. low cognitive level dialogue classrooms.

4. Studies should be conducted about the effect on students involved in the study of moral and ethical issues vs. non-moral, non-ethical issues.

5. Studies should be conducted on the relationship between varied social studies programs and overt student behaviors (e.g., vandalism, absenteeism, office referrals, participation in student government, etc.).

Community Focus

Studies should be conducted about attitudes in the community where there is a high degree of involvement of the community in determining the program vs. little or no involvement of the community.

Recommendations for Improving

ESEA Title III Projects

1. Project directors and staff members should receive orientation training and be provided appropriate Title III materials.

2. Projects should be funded for periods of time that are appropriate for achieving objectives rather than according to governmental fiscal years.

3. Projects should not be funded unless there is a potential for failure as well as a potential for success.

4. Projects should be required to review, modify, and upgrade their objectives periodically.

5. Funding and refunding negotiations meetings should be conducted in an atmosphere of professional responsibility.

6. Project directors should be adequately informed of all potential means for dissemination of products and ideas.

7. Initially, projects should be funded for a sufficient period of time to allow for an adequate determination of their ultimate success or failure and should then be extended as long as the project continues to develop innovative and exemplary practices in line with its objectives.

8. An expert in program and evaluation design must be hired to periodically monitor project efforts.

APPENDICES

A. SOCIAL STUDIES WORKSHOP CONSULTANTS

B. MARIN CONFERENCE PARTICIPANTS

C. GOALS STATEMENT - SURVEY FORM

D. GOALS STATEMENT: SOCIAL STUDIES

E. EIGHTH GRADE TERMINAL OBJECTIVES: SOCIAL STUDIES

F. SOCIAL STUDIES CURRICULUM TASK DEVELOPMENT (PORTION)

G. SEQUENTIAL ORGANIZATION OF A CONCEPT-BASED CURRICULUM

H. STUDENT MATERIALS DISTRIBUTED FOR FIELD TEST

I. BOOKS DISTRIBUTED FOR PROFESSIONAL LIBRARY

J. TRANSPARENCIES USED IN IN-SERVICE PROGRAMS

K. CURRICULUM MATERIALS EXAMINATION SYSTEM

L. SOCIAL STUDIES CLAIMS

M. FIELD TEST OF SOCIAL STUDIES MATERIALS QUESTIONNAIRES

N. INTERACTION ANALYSIS

O. INQUIRY PROCESSES OBSERVATION SYSTEM

P. ATTITUDES TOWARD SOCIAL STUDIES QUESTIONNAIRES

APPENDIX A

SOCIAL STUDIES WORKSHOP CONSULTANTS

Mrs. Margaret Branson, Professor of Education
College of the Holy Names, Oakland, California

Mr. Paul DeKock, Teacher
El Capitan High School, Lakeside, California

Mr. Walter C. Dolan, Principal
Sleepy Hollow School, San Anselmo, California

Mr. Lyle Ehrenberg, Senior Social Science Editor
Addison Wesley Publishing Company, Menlo Park, California

Dr. Richard Foster, Superintendent
Berkeley Unified School District, Berkeley, California

Dr. Jack R. Fraenkel, Co-Director
Taba Curriculum Development Project
San Francisco State College, San Francisco, California

Miss Patricia Goldshlag, Consultant
Holt, Rinehart and Winston, Inc.

Mr. Emmett Guise, Teacher
Concord High School, Concord, California

Dr. John Haas, Associate Professor of Education
Utah State University, Logan, Utah

Dr. Suzanne Wiggins Helburn, Professor of Management
Western Michigan University, Kalamazoo, Michigan

Mr. Keigh Hubel, Teacher
George Parker Senior High School, Janesville, Wisconsin

Dr. William E. Jones, Professor of Education
California State College at Hayward, Hayward, California

Mr. Olin Kirkland, Social Studies Department Chairman
San Ramon Valley High School, Danville, California

Mr. Merle Knight
University of Colorado, Boulder, Colorado

Mr. Robin McKeown, Professor of Education
University of California, Riverside, California

Dr. Douglas L. Minnis, Head of Teacher Education
University of California, Davis, California

Dr. Penrod Moss, Assistant Superintendent
Dixie School District, San Rafael, California

Mr. Harvey Murdock, Teacher
Dixie School District, San Rafael, California

Mr. Charles Quigley, Co-Director
Committee on Civic Education
University of California, Los Angeles, California

Dr. Louis J. Rubin, Director
Experiments in Teacher Professional Growth
University of California, Santa Barbara, California

Mr. Stanley Seaberg, Social Studies Department Chairman
Gunn High School, Palo Alto, California

Mr. Lawrence Senesh, Professor of Economics
Purdue University, Lafayette, Indiana

Dr. James P. Shaver, Professor and Chairman
Educational Research
Utah State University, Logan, Utah

Mr. W. Williams Stevens, Jr., Assistant Director
Social Science Education Consortium, Inc., Boulder, Colorado

Dr. J. Richard Suchman, Director
Ortega Park Teachers Laboratory, Menlo Park, California

Dr. Jack Sutherland, Professor of Secondary Education
San Jose State College, San Jose, California

Mr. Tim Tomlinson, Associate Director
Metropolitan St. Louis Social Studies Project, St. Louis, Missouri

Mrs. Carole Tooley, Teacher
Bancroft Elementary School, Walnut Creek, California

Mrs. Anne Wennhold, Consultant
Prentice Hall, Inc.

APPENDIX B

MARIN CONFERENCE PARTICIPANTS

Dr. James M. Becker, Director
Foreign Policy Association, New York, New York

Dr. Harold Berlak, Director
Metropolitan St. Louis Social Studies Center, St. Louis, Missouri

Mr. David J. Bond, Project Associate
Marin Social Studies Project, Corte Madera, California

Mrs. Margaret Branson, Professor of Education
College of the Holy Names, Oakland, California

Dr. Shirley H. Engle, Chairman
High School Curriculum Center in Government
Indiana University, Bloomington, Indiana

Dr. Jack R. Fraenkel, Co-Director
Taba Curriculum Development Project
San Francisco State College, San Francisco, California

Dr. Nicholas Helburn, Professor of Geography
Western Michigan University, Kalamazoo, Michigan

Dr. Suzanne Wiggins Helburn, Professor of Management
Western Michigan University, Kalamazoo, Michigan

Dr. William E. Jones, Professor of Education
California State College at Hayward, Hayward, California

Mr. Gary Knox, Project Associate
Marin Social Studies Project, Corte Madera, California

Mr. G. Sidney Lester, Director
Marin Social Studies Project, Corte Madera, California

Mr. Robin McKeown, Professor of Education
University of California, Riverside, California

Dr. Howard Mehlinger, Director
High School Curriculum Center in Government
Indiana University, Bloomington, Indiana

Dr. John U. Michaelis, Director
Asian Studies Project
University of California, Berkeley, California

Mr. James M. Oswald, Professor of Education
Syracuse University, Syracuse, New York

Mr. Charles Quigley, Co-Director
Committee on Civic Education
University of California, Los Angeles, California

Dr. Robert H. Ratcliffe, Director
Law in American Society, Chicago, Illinois

Dr. Louis Rubin, Director
Experiments in Teacher Professional Growth
University of California, Santa Barbara, California

Dr. Michael Scriven, Professor of Philosophy
University of California, Berkeley, California

Dr. Fannie R. Shaftel, Professor of Education
Stanford University, Stanford, California

Dr. James P. Shaver, Professor and Chairman
Educational Research
Utah State University, Logan, Utah

Mr. W. Williams Stevens, Jr., Assistant Director
Social Science Education Consortium, Inc.
Boulder, Colorado

APPENDIX C

GOALS STATEMENT - SURVEY FORM

COLUMN I	COLUMN II Does the Social Studies Program NOW teach or help students learn the things in Column I?				COLUMN III SHOULD the Social Studies Program teach or help students learn the things in Column I?			
Some Student LEARNING GOALS are:	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
Understanding our American heritage.								
Learning the facts of history.								
Being self-motivated in social studies investigations.								
Understanding societal values and their influence upon the individual.								
Learning to make plans of the future.								
Developing the ability to effectively communicate with others.								
Acting outside of the classroom on conclusions determined after an investigation of a social issue.								

APPENDIX D

GOALS STATEMENT: SOCIAL STUDIES

1. Cognitive Development

We believe that a social studies curriculum should guide the student in the development of his thinking skills. Specifically we believe the curriculum should aid the student in making rational decisions about human behavior and social interaction. These include the development of independent problem solving abilities, the ability to do reconstructive planning, a recognition of the dynamics of change, and an ability to communicate to others the results of his thinking efforts.

2. Emotional Development

We believe that a social studies curriculum needs to aid the emotional development of the student. We see this effort as having many facets. Students should be aided in developing a positive self-concept. They should experience joy in their learning so that the school increases the chances for a life-long curiosity and capability for life-long learning. Additionally the program should aid the student in self-discipline and in furthering his ability to adapt to change, particularly to uncertainty which change can cause.

3. Social Development

We believe that a social studies curriculum should aid the student in making maximum use of his social development. We believe that students should be aided in being aware of, and then developing an understanding of human interactions, including group dynamics. Students should be aided in their ability to adapt to many different roles. As a result of this development, students need to be able to communicate their thoughts and feelings to others.

4. Moral and Ethical Values

We believe that a social studies curriculum should aid students in understanding and appreciating the moral and ethical values basic to democratic processes. We believe that students should develop a responsibility to themselves and be committed to the worth and rights of each member of the society.

APPENDIX E

EIGHTH GRADE TERMINAL OBJECTIVES: SOCIAL STUDIES

1. Each student will identify and describe the five steps involved in investigating any social problem by examining a social problem agreed upon by both student and teacher. Each student will perform each step in the investigation without the aid of the teacher. The adopted model includes the following steps:

   A. Identifying and clarifying the problem
   B. Collecting data
   C. Analyzing and classifying data
   D. Developing analytic and/or integrative claims
   E. Making policy recommendations and decisions

2. Each student will communicate orally, data needed by all other classmates about a problem being investigated by the class. The presentation to the class will include the use of at least one form of media, e.g., charts, slides, maps, transparencies, tapes, drawings.

3. Each student will collect data on a social studies topic agreed upon by both student and teacher. The report on the topic will include a written bibliography of at least ten items, including both books and periodicals, one of which may be an encyclopaedia, using the standard form adopted by the school.

4. Each student will voluntarily contribute with a comment of substance to the topic under discussion by the class in at least one out of three discussions.

5. Each student will describe in a report the degree to which he and/or his peers were successful as causal agents in modifying some aspect of their school, community, state, national or international affairs.

6. Each student will demonstrate his ability to understand an opposing view held by a second student by stating it so clearly that the second student will agree that the first student has done so.

7. Each student will write a one-page paper describing at least three qualities about himself that he likes. He will also name two other students he knows who have these same qualities, describing how they are as good as, or better than, his own.

8. Each student, to demonstrate his ability to withhold judgment until he has sufficient data, when given a set of data, will respond correctly more than 67% of the time to whether twenty claims made by the teacher about the data are "warrantable," "unwarrantable," or "lack sufficient evidence."

9. Each student, to demonstrate his ability to give support to claims he makes, will, after making a claim, identify the source of his claim, identify data which both supports and denies his claim, restate his claim in light of the evidence indicating why he weighed the evidence as he did.

10. Each student, to demonstrate the tentativeness with which data must be accepted, will draw a conclusion(s) from a set of data and find at least one source which presents a conflicting view with evidence to support that conflicting view.

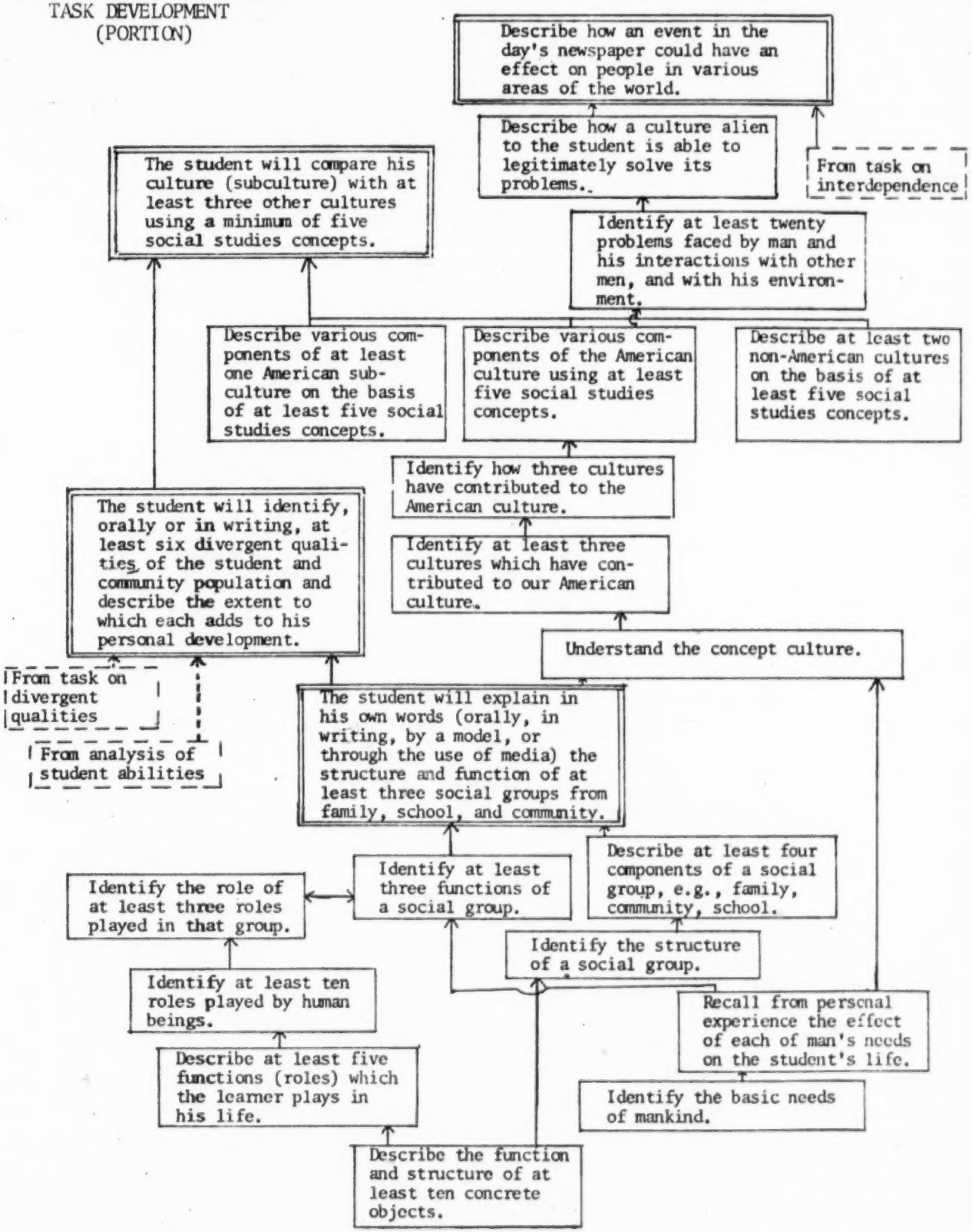
11. Each student will identify one school rule, local law, state law and federal law which affected him personally during the past year and describe the specific event.

12. Each student will identify one ethnic minority group individual who lived in the 19th century and one who lived in the 20th century, each of whom contributed to the general welfare of the United States, indicating the nature of their contributions.

13. Each student, to demonstrate his ability to ask significant questions in the investigation of social issues, will identify a minimum of ten questions he asked of data used in one investigation, of which at least one-half will be at the analysis or synthesis levels on Bloom's cognitive taxonomy.

APPENDIX F

SOCIAL STUDIES CURRICULUM
TASK DEVELOPMENT
(PORTION)


Describe how an event in the day's newspaper could have an effect on people in various areas of the world.
Describe how a culture alien to the student is able to legitimately solve its problems.
From task on interdependence
The student will compare his culture (subculture) with at least three other cultures using a minimum of five social studies concepts.
Identify at least twenty problems faced by man and his interactions with other men, and with his environment.
Describe various components of at least one American subculture on the basis of at least five social studies concepts.
Describe various components of the American culture using at least five social studies concepts.
Describe at least two non-American cultures on the basis of at least five social studies concepts.
Identify how three cultures have contributed to the American culture.
The student will identify, orally or in writing, at least six divergent qualities of the student and community population and describe the extent to which each adds to his personal development.
Identify at least three cultures which have contributed to our American culture.
Understand the concept culture.
From task on divergent qualities
From analysis of student abilities
The student will explain in his own words (orally, in writing, by a model, or through the use of media) the structure and function of at least three social groups from family, school, and community.
Identify at least three functions of a social group.
Describe at least four components of a social group, e.g., family, community, school.
Identify the role of at least three roles played in that group.
Identify the structure of a social group.
Identify at least ten roles played by human beings.
Recall from personal experience the effect of each of man's needs on the student's life.
Describe at least five functions (roles) which the learner plays in his life.
Identify the basic needs of mankind.
Describe the function and structure of at least ten concrete objects.

APPENDIX G

SEQUENTIAL ORGANIZATION OF A CONCEPT-BASED CURRICULUM

GRADES 6 - 8

Year I	Unit 1 - Culture
	Unit 2 - Social Control and Social Change
	Unit 3 - Interaction
	Unit 4 - Value Concepts
Year II	Unit 1 - Culture
	Unit 2 - Power
	Unit 3 - Conflict
	Unit 4 - Compromise
Year III	Unit 1 - Culture
	Unit 2 - Habitat
	Unit 3 - Scarcity
	Unit 4 - Morality and Choice

APPENDIX H

STUDENT MATERIALS DISTRIBUTED FOR FIELD TEST

1.0 The Anthropology Curriculum Project

- 1.1 Culture Units
  - 1.1.1 Concept of Culture: An Introductory Unit
  - 1.1.2 Concept of Culture: Three Ethnographies
  - 1.1.3 Development of Man and His Cultures: New World Prehistory
  - 1.1.4 Cultural Change: Urbanization, Detribalization, and Planned Change
  - 1.1.5 Concept of Culture: Comparative Cultures
  - 1.1.6 Development of Man and His Culture: Old World Prehistory
  - 1.1.7 Cultural Change: Modernization and Industrialization
- 1.2 Related Units
  - 1.2.1 Life Cycle
  - 1.2.2 Language

2.0 Anthropology Curriculum Study Project

- 2.1 Sample Course
  - 2.1.1 History as Culture Change: An Overview
- 2.2 ACSP Paperbacks
  - 2.2.1 The Great Tree and the Longhouse: Culture of the Iroquois
  - 2.2.2 Kiowa Years: Study in Culture Impact

3.0 Asian Studies Curriculum Project

- 3.1 High School Bundles
  - 3.1.1 Asian Thought
  - 3.1.2 Traditional Patterns of Asian Life
  - 3.1.3 Changing Patterns of Asian Life

4.0 Brentwood Social Studies Project

- 4.1 Advantage
- 4.2 People and Their Actions
- 4.3 People and Their Social Actions
- 4.4 People and Their Actions In Social Roles

5.0 Committee on Civic Education

5.1 Fifth Grade Materials

5.1.1 Conflict, Politics, and Freedom

5.2 Eighth Grade Materials

5.2.1 Your Rights and Responsibilities as an American Citizen: A Civics Casebook

6.0 Committee on the Study of History (The Amherst Project)

6.1 Eleventh Grade Units

6.1.1 Freedom and Authority in Puritan New England
6.1.2 What Happened on Lexington Green
6.1.3 The United States, The League of Nations and Collective Security
6.1.4 Liberty and Security: The Communities Within, 1917-1965
6.1.5 Hiroshima
6.1.6 Korea and the Limits of Limited War

7.0 Education Development Center

7.1 Man: A Course of Study
7.2 From Subject to Citizen

7.2.1 Queen Elizabeth: Conflict and Compromise
7.2.2 The King vs the Commons
7.2.3 The Making of the American Revolution
7.2.4 We The People

8.0 Elementary Economics Project

8.1 Elementary School Economics I
8.2 Elementary School Economics II

9.0 Experiment in Economic Education

9.1 Families at Work
9.2 Neighbors at Work
9.3 Cities at Work

10.0 Greater Cleveland Social Science Program

10.1 Explorers and Discoverers Series
10.2 Communities at Home and Abroad

10.2.1 Our Community
10.2.2 The Aborigines of Central Australia
10.2.3 The Eskimos of Northern Alaska

10.3 The Metropolitan Community
10.4 The Story of Agriculture
10.5 The Human Adventure

10.5.1 Four World Views
10.5.2 Rise of Civilization in the West
10.5.3 The Coming of World Civilization

10.6 The Challenges of Our Time

10.6.1 The Recent and Contemporary World, Part I
10.6.2 The Recent and Contemporary World, Part II

11.0 Harvard Social Studies Project

11.1 Harvard Series Unit Books

11.1.1 Taking a Stand: Discussion Guide
11.1.2 The Railroad Era
11.1.3 Religious Freedom
11.1.4 The Rise of Organized Labor
11.1.5 The Immigrant's Experience
11.1.6 Negro Views of America
11.1.7 Municipal Politics
11.1.8 The New Deal
11.1.9 Colonial Kenya
11.1.10 Nazi Germany

12.0 High School Geography Project

12.1 High School Course

12.1.1 Geography of Cities
12.1.2 Manufacturing And Agriculture
12.1.3 Cultural Geography

13.0 A High School Social Studies Curriculum for Able Students

13.1 Comparative Political Systems
13.2 Comparative Economic Systems
13.3 The Shaping of Western Society
13.4 Tradition and Change in Four Societies

14.0 Janesville Social Studies Project

14.1 Tenth Grade Program

15.0 Lincoln Filene Center Program in Research and Development in the Social Studies

- 15.1 Dimensions of Citizenship
- 15.2 Inner City Problems and Prospects
- 15.3 Decision Making in the International System
  - 15.3.1 Nation Building in Ghana
  - 15.3.2 The Hungarian Revolution
  - 15.3.3 The Dominican Republic
- 15.4 Intergroup Relations Curriculum

16.0 Michigan Social Science Education Project

- 16.1 Social Science Resource Units

17.0 Sociological Resources for the Social Studies (SRSS)

- 17.1 Episodes
  - 17.1.1 The Incidence and Effects of Poverty in the United States
  - 17.1.2 Testing for Truth
  - 17.1.3 Images of People
  - 17.1.4 Leadership in the United States: A Case Study of Black Leadership

18.0 Taba Social Studies Curriculum

- 18.1 The Family
- 18.2 Communities Around Us
- 18.3 Four Communities Around the World
- 18.4 California - A Changing Society
- 18.5 United States and Canada . . . Societies in Transition
- 18.6 Middle and South America . . . Societies in Transition
- 18.7 Western Civilization . . . Perspective on Change
- 18.8 United States: Change, Problems, and Promises

19.0 Washington University Elementary Social Sciences Curriculum Project

- 19.1 Fourth Grade Units
  - 19.1.1 Change and Stability in Rural and Urban Mexico
  - 19.1.2 Urban Renewal in Lagos, Nigeria
  - 19.1.3 Community Development in India
  - 19.1.4 Life in the Soviet Union

20.0 World Studies Inquiry Program

20.1 Low Reading Ability High School Materials

20.1.1 Africa
20.1.2 Asia
20.1.3 Latin America

APPENDIX I

BOOKS DISTRIBUTED FOR PROFESSIONAL LIBRARY

Berelson, Bernard and Steiner, Gary. Human Behavior. Shorter Edition. New York: Harcourt, Brace & World, 1967.

Brandwein, Paul F. Notes on Teaching Social Sciences: Concepts and Values. San Francisco: Harcourt, Brace & World, 1969.

Brandwein, Paul F. Notes Toward a General Theory of Teaching. San Francisco: Harcourt, Brace & World, 1966.

Fenton, Edwin. Developing a New Curriculum: A Rationale for the Holt Social Studies Curriculum. New York: Holt, Rinehart & Winston, 1967.

Fenton, Edwin. Teaching the New Social Studies in Secondary Schools. New York: Holt, Rinehart & Winston, 1966.

Gross, Ronald and Gross, Beatrice, eds. Radical School Reform. New York: Simon and Schuster, Inc., 1969.

Herman, Wayne L., Jr. Current Research in Elementary School Social Studies. Toronto: MacMillan Co., 1969.

Hunt, Maurice and Metcalf, Laurence. Teaching High School Social Studies, 2nd ed. New York: Harper & Row, 1968.

Joyce, Bruce R. Strategies for Elementary Social Science Education. Chicago: Science Research Assoc., 1965.

Kellum, David F. The Social Studies, Myths and Realities. New York: Sheed & Ward, 1969.

Kinney, Gloria, ed. The Ideal School. Wilmette, Illinois: Kagg Press, 1969.

Kuethe, James L. The Teaching-Learning Process. Glenview, Illinois: Scott, Foresman & Co., 1968.

Mager, Robert F. Preparing Instructional Objectives. San Francisco: Fearon Publishers, 1962.

Morrissett, Irving, ed. Concepts and Structure in the New Social Science Curricula. New York: Holt, Rinehart & Winston, 1967.

Oliver, Donald and Shaver, James. Teaching Public Issues in the High School. Boston: Houghton Mifflin Co., 1966.

Parker, C. J. and Rubin, Louis J. Process as Content. Chicago: Rand McNally & Co., 1966.

Price, Roy A., et al. Major Concepts for Social Studies. Syracuse: Social Studies Curriculum Center, 1965.

Sanders, Norris. Classroom Questions, What Kinds? New York: Harper and Row, 1966.

Shaftel, Fannie and Fair, Jean, eds. Effective Thinking in the Social Studies. Washington, D.C.: National Council for the Social Studies, n.d.

State of Washington, Superintendent of Public Instruction. The World We Live In. Olympia, Washington: Washington State Printer, 1970.

APPENDIX J

TRANSPARENCIES USED IN IN-SERVICE PROGRAMS

Categories for Interaction Analysis

Concept Formation and the Modes of Inquiry

Conceptual Guidelines for Instruction

Data - Dissonance - Organizers

Definitions of the Social Studies

Fenton "Mind Set" Lessons

Fundamental Ideas of Anthropology

Fundamental Ideas of Sociology

Political System Model

Potential Social Studies Content

Process and Content in Social Studies

Social Studies Topics

Taxonomy of Educational Objectives - Affective Domain

Questions ala Bloom's Taxonomy

Questions for Classroom Teachers

APPENDIX K

CURRICULUM MATERIALS EXAMINATION SYSTEM

1.0 Objectives and Rationale

- 1.1 What are the stated objectives and rationale of the materials?
- 1.2 To what extent are the objectives clearly/behaviorally stated?
- 1.3 To what extent is the rationale convincing?
- 1.4 To what extent is the rationale oriented to survival needs?

2.0 Curriculum Content

- 2.1 Inquiry Processes
  - 2.11 What inquiry methods do the materials purport to teach?
  - 2.12 To what extent are the materials designed to teach students specific methods of inquiry, namely
    - 2.121 how to state a question (from informal queries to formal hypotheses)?
    - 2.122 how to distinguish types of claims?
    - 2.123 how to detect logical incongruities and use logical conventions?
    - 2.124 how to collect information (from simple research procedures to sophisticated experimental designs)?
    - 2.125 how to interpret information (from analysis by classification to statistical analysis)?
    - 2.126 how to arrive at evidentially-derived predictions?
- 2.2 Inquiry Topics
  - 2.21 What are the concepts, themes, generalizations, theories the student will study?
  - 2.22 To what extent are the concepts, themes, generalizations, and theories relevant to those problems which pose immediate threats to individual and collective survival?
- 2.3 Attitudes
  - 2.31 What attitudes do the materials promote?
  - 2.32 To what extent are the materials designed to develop those attitudes which are necessary to a free society?

3.0 Teaching Strategies

- 3.1 What specific teaching acts and/or strategies are recommended by the materials?
- 3.2 To what extent are the acts/strategies appropriate for teaching students how to inquire?

4.0 Motivation

- 4.1 By what means do the materials attempt to motivate the student to learn?
- 4.2 To what extent do the materials involve the student in a variety of intellectual processes?
- 4.3 To what extent do the materials lend themselves to activities which will involve the student in a variety of student-teacher, student-student, student-materials interactions?
- 4.4 To what extent will the materials help the student learn about himself?

5.0 Media

- 5.1 What are the media forms of the materials?
- 5.2 To what extent is there a variety of media forms?
- 5.3 To what extent are the media sensorially exciting?

6.0 Evaluation

- 6.1 What kinds of evaluation instruments accompany the materials?
- 6.2 To what extent are there evaluation instruments which correlate with stated objectives?
- 6.3 To what extent are the evaluation instruments able to accurately measure student performance with regard to the stated objectives?

APPENDIX L

SOCIAL STUDIES TEACHER SELF-DIAGNOSIS INVENTORY

SOCIAL STUDIES CLAIMS

1. Claim: Most existing social studies programs are adequate--they do what needs to be accomplished.

2. Claim: To provide for survival in a world worth surviving in is the only defensible rationale for social studies education.

3. Claim: There are legitimate alternatives to placing emphasis on subject matter content in social studies.

4. Claim: Social studies is that portion of the curriculum the purpose of which is to make the learner more rational about human behavior and social interaction.

5. Claim: Children are by their very nature inquirers; schools encourage this development.

6. Claim: Productive classrooms find students involved in a problem, making use of data, and employing the intellectual tools which help them effectively deal with the problem.

7. Claim: The most appropriate teacher questions in social studies classrooms are those which help learners ask better questions.

8. Claim: When students apply the findings of an investigation to specific problems, supporting their positions with analyses, predictions, and prescriptions, they operate at higher cognitive levels.

9. Claim: The formal curriculum should be responsive to the immediate concerns and interests of students.

10. Claim: Social studies should insure that students are provided with opportunities to observe and become actively engaged in the affairs of the community.

11. Claim: A prime purpose of social studies is to develop students who can make critical analyses of enduring and pervasive social issues.

12. Claim: Social studies should allow each student to arrive at value judgments by his own method.

13. Claim: The development of self-actualizing individuals is a proper goal for social studies education.

14. Claim: Teachers must encourage individuality and diversity in their students if they are to be creative, autonomous learners.

15. Claim: Students should not fail a social studies class.

16. Claim: Teaching modifies behavior.

17. Claim: Teachers should let their own individual styles and personalities be the prime determinants of how they teach.

18. Claim: Teachers should use those learning activities and teaching strategies which research indicates result in instructional improvements.

19. Claim: All social studies courses must fit an articulated K-12 scope and sequence established for the curriculum.

20. Claim: Each lesson must be justified in terms of its contribution to the larger rationale of the curriculum.

21. Claim: Of all curriculum areas it is least productive for social studies to establish learning objectives that describe desired student competencies in specific terms.

22. Claim: A step-by-step task analysis of appropriate learning activities is requisite to effective lessons.

23. Claim: If students are learning, motivation takes care of itself.

24. Claim: Current emphasis on the study of the past should be replaced by a new emphasis on a study of the future.

25. Claim: The proposed California State Social Sciences Framework places its major emphasis on specified subject matter areas.

26. Claim: Social studies should teach students how to make use of raw social science data, e.g., original documents.

27. Claim: Simulation and role-playing learning experiences lend a dimension of understanding to social problems virtually impossible to achieve through purely disinterested intellectual analysis.

28. Claim: Students are typically unable to perform certain types of cognitive tasks until rather late in their development (e.g., no historical understanding until high school years, no hypothesis formation of abstract relationships until sixth grade).

29. Claim: The acquisition of basic concepts is fundamental if social studies learning is to be cumulative.

30. Claim: Social studies curricula should teach students to distinguish between data, concepts, generalizations, hypotheses, and prescriptions as they are developmentally able to make those distinctions.

31. Claim: In contrast to traditional methods, inductive and inquiry teaching strategies reduce the number of teacher-student and student-student interactions and transactions.

32. Claim: Evaluation data collected from peers, students, parents, and administrators about the performance of every teacher should be made available to the entire faculty.

APPENDIX M

FIELD TEST OF SOCIAL STUDIES MATERIALS QUESTIONNAIRES

1. STUDENT QUESTIONNAIRE - 1968-69, GRADES K-3
2. STUDENT QUESTIONNAIRE - 1969-70, GRADES K-3
3. STUDENT QUESTIONNAIRE - 1968-69, GRADES 4-6
4. STUDENT QUESTIONNAIRE - 1969-70, GRADES 4-6
5. STUDENT QUESTIONNAIRE - 1968-69, GRADES 7-12
6. STUDENT QUESTIONNAIRE - 1969-70, GRADES 7-12
7. TEACHER QUESTIONNAIRE - 1968-69, GRADES K-12
8. TEACHER QUESTIONNAIRE - 1969-70, GRADES K-12

1. STUDENT QUESTIONNAIRE - 1968-69
GRADES K-3

Draw a circle around your answer.

1. Were the materials interesting?	Yes	No	Not Sure
2. Did you enjoy using these materials?	Yes	No	Not Sure
3. Did you learn from these materials?	Yes	No	Not Sure
4. Were the materials difficult to read?	Yes	No	Not Sure
5. Would next year's class like these materials?	Yes	No	Not Sure
6. Would you like materials like these next year?	Yes	No	Not Sure
7. Did you like to talk about the materials?	Yes	No	Not Sure

FILMED FROM BEST AVAILABLE COPY

2. STUDENT QUESTIONNAIRE - 1969-70
GRADES K-3

Draw a circle around your answer.

1. Were the materials interesting?	YES	NO	NOT SURE
2. Did you enjoy using these materials?	YES	NO	NOT SURE
3. Did you learn from these materials?	YES	NO	NOT SURE
4. Were the materials difficult to read?	YES	NO	NOT SURE
5. Would next year's class like these materials?	YES	NO	NOT SURE
6. Would you like materials like these next year?	YES	NO	NOT SURE
7. Did you like to talk about the materials?	YES	NO	NOT SURE
8. All in all, how do you feel about the materials?			

3. STUDENT QUESTIONNAIRE - 1968-69
GRADES 4-6

	YES!	yes	Not Sure	no	NO!
1. Were the materials interesting?	/__/	/__/	/__/	/__/	/__/
2. Did you enjoy using these materials?	/__/	/__/	/__/	/__/	/__/
3. Did you learn from these materials?	/__/	/__/	/__/	/__/	/__/
4. Were the materials difficult to read?	/__/	/__/	/__/	/__/	/__/
5. Would next year's class like these materials?	/__/	/__/	/__/	/__/	/__/
6. Have these materials changed your ideas?	/__/	/__/	/__/	/__/	/__/
7. Did you ever talk after class with a friend about the ideas in the materials?	/__/	/__/	/__/	/__/	/__/
8. Did you ever talk with your parents about the ideas in the materials?	/__/	/__/	/__/	/__/	/__/
9. Would you like to use materials like these next year?	/__/	/__/	/__/	/__/	/__/

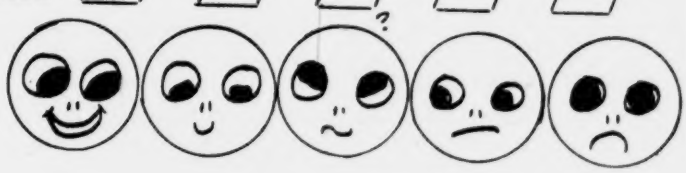
STUDENT QUESTIONNAIRE, (4 - 6), Continued

10. What did you like best about these materials?

11. What did you not like about these materials?

12. What would you change about these materials?

4. STUDENT QUESTIONNAIRE - 1969-70
GRADES 4-6

	YES!	yes	Not Sure	no	NO!
1. Were the materials interesting?	☐	☐	☐	☐	☐
2. Did you enjoy using these materials?	☐	☐	☐	☐	☐
3. Did you learn from these materials?	☐	☐	☐	☐	☐
4. Were the materials difficult to read?	☐	☐	☐	☐	☐
5. Would next year's class like these materials?	☐	☐	☐	☐	☐
6. Have these materials changed your ideas?	☐	☐	☐	☐	☐
7. Did you ever talk after class with a friend about the ideas in the materials?	☐	☐	☐	☐	☐
8. Did you ever talk with your parents about the ideas in the materials?	☐	☐	☐	☐	☐
9. Would you like to use materials like these next year?	☐	☐	☐	☐	☐
10. All in all, how did you feel about the materials?					

5. STUDENT QUESTIONNAIRE - 1968-69
GRADES 7-12

This is not a test; there are no right or wrong answers. The purpose of this questionnaire is to find out your reaction to the experimental materials which you used in this class.

(1) The materials which we used in this class were the_____

_____

Throughout this questionnaire, the materials you listed above are called the "experimental" materials.

Please do not write in this space

Section I: General Information

(2) Your age 15 (2) (Boy), Girl (circle one) (3) Grade_____

(4) Name of this class_____

(5) Father's occupation_____

Section II: This section asks you to compare the experimental materials you listed in #1 to social studies materials you have used in the past. To the right of each question is space (see Comment:) for you to tell why you answered the way you did.

(6) In comparison to social studies materials I have used in the past, the reading in the experimental materials was

_____a. much more interesting Comment:
_____b. more interesting
___✓_c. about the same
_____d. less interesting
_____e. much less interesting

(7) In comparison to social studies assignments I have had in the past, the assignments I did using the experimental materials were

_____a. much more interesting Comment:
___✓_b. more interesting
_____c. about the same
_____d. less interesting
_____e. much less interesting

(8) In comparison to ideas I have studied using past social studies materials, the ideas I studied using the experimental materials were

_____a. much more interesting
_____b. more interesting
_____c. about the same
_____d. less interesting
_____e. much less interesting

Comment:

(9) In comparison to social studies materials I have used in the past, the experimental materials presented more new ideas.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

(10) I learned more using the experimental materials than I did using past social studies materials.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

(11) In comparison to social studies materials I have used in the past, the ideas in the experimental materials are

_____a. much more meaningful and relevant
_____b. more meaningful and relevant
_____c. about the same
_____d. less meaningful and relevant
_____e. much less meaningful and relevant

Comment:

(12) In comparison to social studies materials I have used in the past, the experimental materials encouraged me to use more of my own ideas.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

(13) In comparison to social studies material I have used in the past, the experimental materials made me think more.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

In the above questions, you were asked to compare the experimental materials to social studies materials you have used in the past. So that we will know to what kinds of materials you compared the experimental materials, please describe the old materials you had in mind when you made the comparisons.

Were the materials textbooks?_____Workbooks?_____

Paperbacks?_____Other?_____

_____

_____

Section III: This section does not ask you to make comparisons. The following questions ask you to judge the experimental materials by themselves.

(14) In order to do well using the experimental materials, students have to memorize a lot.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

(15) For many of the students in my class, the experimental materials were

_____a. much too hard
_____b. too hard
_____c. about right
_____d. too easy
_____e. much too easy

Comment:

(16) Would you like to learn more about what you studied using the experimental materials?

_____a. definitely yes!
_____b. yes
_____c. maybe
_____d. no
_____e. gag, yech, pitooey

Comment:

(17) The ideas in the experimental materials were interesting.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

(18) The experimental materials made me think.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

(19) The experimental materials changed my way of thinking.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

(20) The experimental materials changed some of my ideas.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

(21) The experimental materials gave me a lot of new ideas.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

(22) In social studies, the most important things to learn are facts.

_____a. strongly agree
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

Comment:

(23) All in all, the experimental materials are

_____a. excellent
_____b. good
_____c. fair
_____d. poor
_____e. a failure

Comment:

Section IV: This section gives you a chance to write some of your reactions to the materials. Feel free to say anything you think should be known about the materials.

(24) What did you like best about the experimental materials?

_____

_____

_____

_____

_____

(25) What did you not like about the experimental materials?

(26) What changes would you make in the experimental materials?

(27) What do you think teachers should know about the experimental materials that they probably don't know?

(28) My reaction to this questionnaire is

6. STUDENT QUESTIONNAIRE - 1969-70
GRADES 7-12

This is not a test; there are no right or wrong answers. The purpose of this questionnaire is to find out your reaction to the social studies materials you used in this class. Your responses to this questionnaire will in no way affect your grade.

1) Please identify and describe the materials you used in this class (authors and titles)_____

_____

_____

Please do not write in this space_____

General Information

2) Your age_____ 3) Boy, Girl (circle one) 4) Grade_____

5) Name of this class_____

Section I: This section asks you to tell us how you viewed the materials you used in this class. To the right of each question is space for you to tell why you answered the way you did. (See Comment:)

6) The reading in the materials was

____a. much too hard
____b. too hard
____c. about right
____d. too easy
____e. much too easy

Comment:

7) I learned a lot from these materials.

____a. strongly agree
____b. agree
____c. undecided
____d. dull
____e. very dull

Comment:

8) The ideas I studied in the materials were

____a. very interesting
____b. interesting
____c. undecided
____d. dull
____e. very dull

Comment:

9) The materials we used changed some of my ideas.

____a. strongly agree
____b. agree
____c. undecided
____d. disagree
____e. strongly disagree

Comment:

10) The materials we used in this class made me think.

____a. strongly agree
____b. agree
____c. undecided
____d. disagree
____e. strongly disagree

Comment:

11) In order to do well using these materials, students have to memorize a lot.

____a. strongly agree
____b. agree
____c. undecided
____d. disagree
____e. strongly disagree

Comment:

12) For many of the students in my class, these materials were

____a. much too hard
____b. too hard
____c. about right
____d. too easy
____e. much too easy

Comment:

13) Would you like to have future classes in which you use the same type of materials you used in this class?

____a. definitely yes!
____b. yes
____c. maybe
____d. nope
____e. absolutely not

Comment:

14) All in all, the materials we used were

____a. excellent
____b. good
____c. fair
____d. poor
____e. a failure

Comment:

15) Having used the materials, I would say that social studies is

____a. very important to my life
____b. important to my life
____c. undecided
____d. unimportant to my life
____e. irrelevant to my life

Section II: This section asks you to compare the materials you listed in #1 with social studies materials you have used in the past. So that we will know to what kinds of materials you compared the experimental materials, please describe the old materials with which you are making the comparisons.

Name and Title, if you can remember_____

Were the materials textbooks?_____Workbooks?_____

Paperbacks?_____Other?_____

_____

Name of previous course?_____

16) In comparison to social studies materials I have used in the past, the reading in this year's materials was

____a. much more interesting
____b. more interesting
____c. about the same
____d. less interesting
____e. much less interesting

Comment:

17) In comparison to social studies assignments I have had in the past, the assignments I did using this year's materials were

____a. much more interesting
____b. more interesting
____c. about the same
____d. less interesting
____e. much less interesting

Comment:

18) I learned more from this year's materials than from last year's materials.

____a. strongly agree
____b. agree
____c. undecided
____d. disagree
____e. strongly disagree

Comment:

19) In comparison to social studies materials I have used in the past, this year's materials caused me to change more of my ideas.

____a. strongly agree
____b. agree
____c. undecided
____d. disagree
____e. strongly disagree

Comment:

20) In comparison to social studies material I have used in the past, this year's materials made me think more.

____a. strongly agree
____b. agree
____c. undecided
____d. disagree
____e. strongly disagree

Comment:

Anything else you would like to say?_____

_____

_____

_____

_____

7. TEACHER QUESTIONNAIRE - 1968-69
GRADES K-12

Please complete this questionnaire and return it with the completed student questionnaires to the Marin Social Studies Project by June 16, 1969. A stamped, self-addressed envelope is provided.

Name_____

Titles of experimental materials used_____

_____

Authors of experimental materials used_____

_____

Please do not
write in this
space

Section I: General Information. If additional space is needed, please use the reverse side of this page and number the responses clearly.

(1) Teacher's age_____ (2) Sex_____ (3) College major_____

(4) College minor_____ (5) Credentials_____

(6) Number of college units taken beyond graduation_____

(7) Degrees_____ (8) Years teaching experience_____

(9) Grade level(s) of students who used experimental materials_____

(10) Number of classes in which experimental materials were used_____

(11) Class size(s)_____

(12) Number of weeks experimental materials were used_____

(13) Were there portions of the experimental materials you did not use?

Please specify_____

_____

(14) The Marin Social Studies Project sponsored three workshop-conferences in 1968-69. Please place a check beside the dates of the conferences you attended.

_____October 19, 1968

_____December 7, 1968

_____February 8, 1969

(15) List any other conferences, workshops, in-service courses, etc., you attended during the 1968-69 school year_____

_____

(16) List the names of journals related to your teaching which you read during the school year_____

_____

(17) Were you involved in any in-service program designed specifically for teachers using the experimental program you taught? Specify_____

_____

(18) What influence did the workshops, conferences, in-service courses, etc., have on the way you taught the experimental materials_____

_____

_____

Section II: The following questions ask you to compare the effects of the experimental materials you used this year to traditional, non-experimental materials you have used in previous years or in other classes. Whether you compare the experimental materials to materials you used in other classes, last year, or even year before last, is relatively unimportant. What is important is that we find out how you rate the experimental materials when they are compared to the traditional materials you used most recently.

If you used the experimental materials in a course you had not taught until this year, please compare the experimental materials to traditional, non-experimental materials you used in some other, and if possible, similar social studies course.

To ensure that we do not misinterpret your responses, please identify and describe the traditional, non-experimental materials to which you are comparing the experimental materials you used this year.

(19) Traditional materials (titles and authors)_____

_____

_____

(20) Names of course(s) in which used_____

(21) Grade(s)_____ (22) Year(s) used_____

(23) What was the effect of the experimental materials on the number of students involved in class discussions as compared to the traditional materials?

_____a. significant increase Comment:
_____b. some increase
_____c. no change
_____d. some decrease
_____e. significant decrease

(24) What was the effect of the experimental materials on the quality of class discussions as compared to the traditional materials?

_____a. significant increase Comment:
_____b. some increase
_____c. no change
_____d. some decrease
_____e. significant decrease

(25) To what degree were the traditional materials you used effective in teaching students major ideas?

_____a. very effective Comment:
_____b. effective
_____c. undecided
_____d. ineffective
_____e. very ineffective

(26) To what degree were the experimental materials you used effective in teaching students major ideas?

_____a. very effective Comment:
_____b. effective
_____c. undecided
_____d. ineffective
_____e. very ineffective

(27) How useful were the traditional materials in teaching students thinking skills?

_____a. very useful Comment:
_____b. useful
_____c. undecided
_____d. not useful
_____e. detrimental

(28) How useful were the experimental materials in teaching students thinking skills?

_____a. very useful Comment:
_____b. useful
_____c. undecided
_____d. not useful
_____e. detrimental

(29) How interested were your students in working with the traditional materials you used?

_____a. very interested Comment:
_____b. interested
_____c. undecided
_____d. somewhat disinterested
_____e. very disinterested

(30) How interested were your students in working with the experimental materials you used?

_____a. very interested Comment:
_____b. interested
_____c. undecided
_____d. somewhat disinterested
_____e. very disinterested

(31) What was the effect of the traditional materials on student attitudes toward social studies?

_____a. major improvement Comment:
_____b. moderate improvement
_____c. minor improvement
_____d. no change
_____e. student attitude worsened

(32) What was the effect of the experimental materials on student attitude toward social studies?

_____a. major improvement Comment:
_____b. moderate improvement
_____c. minor improvement
_____d. no change
_____e. student attitude worsened

(33) In general, the experimental materials, in comparison to the traditional materials, are

_____a. a major improvement Comment:
_____b. a moderate improvement
_____c. a minor improvement
_____d. no improvement
_____e. not as good as traditional materials

(34) In general, most of the many changes in social science education which have been, and are being proposed, would result in

_____a. major improvements in programs of instruction Comment:
_____b. moderate improvements in programs of instruction
_____c. minor improvements in programs of instruction
_____d. no improvements in programs of instruction
_____e. damage to programs of instructions

(35) In general, my attitude toward the "new social studies" is

_____a. highly favorable
_____b. somewhat favorable
_____c. undecided
_____d. somewhat unfavorable
_____e. highly unfavorable

Comment:

(36) The objectives of the experimental materials I used were stated in behavioral terms.

_____yes
_____no

Comment:

(37) How important is it for a program of materials to include behavioral objectives?

_____a. very important
_____b. important
_____c. undecided
_____d. not important
_____e. behavioral objectives should not be used

Comment:

(38) With regard to developments in the "new social studies," I am (don't be modest)

_____a. an expert
_____b. very knowledgeable
_____c. knowledgeable
_____d. somewhat familiar
_____e. not at all familiar

Comment:

Section III: If additional space is needed, please use the back side of this page. Number your responses clearly.

(39) What is your assessment of the teaching strategies recommended by the materials?_____

_____

_____

(40) Describe what you think are the major strengths of the experimental materials_____

_____

_____

(41) Describe what you think are the major weaknesses of the experimental materials_____

_____

(42) What changes in the experimental materials would you recommend be made?

(43) Based on your assessment of the experimental materials' strengths and weaknesses, what overall comments can you make about them?

(44) In order to use the experimental materials successfully, a teacher would have to be

(45) For what grades and/or types of students would you recommend these materials?

(46) Have you changed your methods of evaluating student performance because of the materials? If so, in what ways? If not, describe briefly how you evaluate student performance

(47) In your judgment, do the materials reflect a concern for teaching students social science modes and processes of investigation? If so, to what degree?

(48) What has been the effect of the Marin Social Studies Project?

(49) What other information should have been asked for by this questionnaire?

8. TEACHER QUESTIONNAIRE - 1969-70
GRADES K-12

The purpose of this questionnaire is to find out what you think of the materials supplied to you by the Marin Social Studies Project. Please complete this questionnaire and return it, with the completed student questionnaires, as soon as possible, to the Marin Social Studies Project.

Teacher's Name _____

School _____

Materials supplied by Marin Social Studies Project (author(s), title(s):

_____

_____

_____

How much time did you spend using the materials (estimate in weeks)_____

Number of students in the class which used the materials _____

Grade level(s) of students _____

Describe the students in your class in terms of their membership in minority groups (percentage Blacks, Mexican-Americans, Orientals, etc.)

_____

_____

Describe the students in your class in terms of their membership in socio-economic groups (upper, upper middle, middle, etc.)

_____

_____

_____

_____

_____

_____

For the characteristics below, please indicate, by placing a check in the appropriate column, those which apply to (A) some of your students, (B) most (more than half) of your students, (C) almost all of your students.

(A)	(B)	(C)	
_____	_____	_____	lazy
_____	_____	_____	burdening
_____	_____	_____	ambitious
_____	_____	_____	highly motivated
_____	_____	_____	bored
_____	_____	_____	restless
_____	_____	_____	academically above average
_____	_____	_____	academically average
_____	_____	_____	academically below average
_____	_____	_____	under achievers
_____	_____	_____	over achievers
_____	_____	_____	college preparatory
_____	_____	_____	defensive
_____	_____	_____	hostile
_____	_____	_____	cooperative
_____	_____	_____	friendly toward each other
_____	_____	_____	cliquish
_____	_____	_____	irresponsible
_____	_____	_____	bigoted
_____	_____	_____	moralistic
_____	_____	_____	courteous
_____	_____	_____	open-minded
_____	_____	_____	defiant

(1) In comparison to materials I have used in the past, the materials supplied by the Marin Social Studies Project are, overall,

_____a. much superior
_____b. superior
_____c. about the same
_____d. inferior
_____e. much inferior

Comment:

(2) Judged by themselves, the Marin Project materials are, overall,

_____a. excellent
_____b. good
_____c. fair
_____d. poor
_____e. a failure

Comment:

(3) What was the effect of the Project materials on student attitudes toward social studies?

_____a. major improvement
_____b. moderate improvement
_____c. minor improvement
_____d. no change
_____e. student attitude worsened

Comment:

4. Were the materials difficult to use? Explain.

_____

_____

5. At what grades could these materials be successfully used (please specify a range, e.g., 4-6)?

_____

_____

6. What advice would you give another teacher who intended to use these materials?

_____

_____

_____

7. What was particularly good about the materials?

_____

_____

_____

8. What was particularly bad about the materials?

9. Would you be available to consult with teachers who were trying to decide whether to use the materials?

INTERACTION ANALYSIS

TEACHER TALK	INDIRECT INFLUENCE	1. ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2. PRAISES OR ENCOURAGES: Praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "um hm?" or "go on" are included. 3. ACCEPTS OR USES IDEAS OF STUDENT: Clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to category five. 4. ASK QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5. LECTURING: giving facts or opinions about content or procedure; expressing his own ideas, asking rhetorical questions. 6. GIVING DIRECTIONS: directions, commands, or orders to which a student is expected to comply. 7. CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
STUDENT TALK		8. STUDENT TALK-RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. STUDENT TALK-INITIATION: talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. SILENCE OR CONFUSION: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

APPENDIX O

INQUIRY PROCESSES OBSERVATION SYSTEM

LEVELS OF STUDENT ORAL CLASSROOM INQUIRY

Lower Level	0. BS, opining, etc. (None of the below)
Lower Level	1. Data collection, recall
Lower Level	2. Data manipulation, labeling, classifying, comparing, contrasting, sequencing, grouping
Higher Level	3. Generalizing, inferring, hypothesizing
Higher Level	4. Predicting, prescribing, evaluating, justifying

APPENDIX P

1. STUDENT QUESTIONNAIRE ON ATTITUDES TOWARD SOCIAL STUDIES, GRADES K - 6

2. STUDENT QUESTIONNAIRE ON ATTITUDES TOWARD SOCIAL STUDIES, GRADES 7 - 12

3. TEACHER QUESTIONNAIRE ON STUDENT WILLINGNESS TO INQUIRE INTO SOCIAL STUDIES, GRADES K - 12

APPENDIX P

1. STUDENT QUESTIONNAIRE

ON THEIR ATTITUDES TOWARD SOCIAL STUDIES

GRADES K - 6

1. Circle the school subject which is your favorite.

Math	Art	Science
Social Studies	Recess	Other _____
Music	Reading	

Why is it your favorite? _____

2. Circle the school subject which is your least favorite.

Math	Art	Science
Social Studies	Recess	Other _____
Music	Reading	

Why is it your least favorite? _____

3. Circle the school subjects which you really like.

Recess	Social Studies	Reading
Math	Science	Spelling
Art	Music	

4. How interested are you in learning more about social studies? (check one)

A. Very interested
B. Somewhat interested
C. I really don't care one way or the other
D. Not too interested
E. Not at all interested

5. Circle each of the words that tell how you feel about social studies.

interesting	dumb	bad
dull	silly	play
fun	useful	very important
real hard	useless	okay
exciting	real easy	work

APPENDIX P

2. STUDENT QUESTIONNAIRE

ON THEIR ATTITUDES TOWARD SOCIAL STUDIES

GRADES 7 - 12

1. Indicate the school subject which is/or has been your favorite.

_____

Explain briefly why it is your favorite.

_____

_____

2. Indicate the school subject which is/or has been your least favorite.

_____

Explain briefly why it is your least favorite.

_____

_____

3. How interested are you in taking another course in social studies? Circle letter.

A. Very interested
B. Somewhat interested
C. I don't care one way or the other
D. Not too interested
E. Not at all interested

4. Circle each of the words that tell how you feel about social studies.

interesting	boring	worthless
dull	useful	relevant
fun	useless	thought provoking
too hard	too easy	conventional
exciting	up tight	very important

Grades 7 - 12

5. List all the subjects you are now taking and then rank order them from most interesting to least interesting.

_____

_____

_____

_____

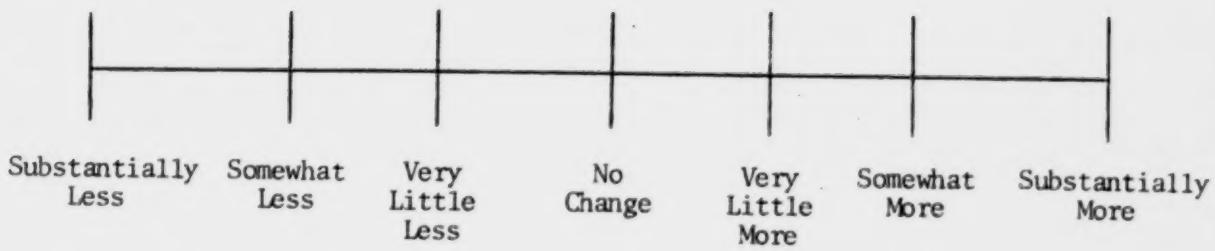
_____

_____

_____

APPENDIX P

3. TEACHER PERCEPTION OF STUDENT WILLINGNESS TO INQUIRE INTO SOCIAL STUDIES



Indicate the reasons for the shift, if any, to the extent you are able to do so.